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ABSTRACT

The field-tested adaptation package for the Southwest version of the four-unit career development and life planning curriculum for rural high school students consists of selected pages and case studies from the basic teacher's guide and student activity sheets, adapted to the Southwest; most of the specific examples are from New Mexico. Adaptation packages are also available for the Northwest, Northeast, and Appalachian South rural regions of the country. (SB)

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OPTIONS

A CAREER DEVELOPMENT CURRICULUM FOR RURAL HIGH SCHOOL STUDENTS

SOUTHWEST VERSION

Dartmouth College
Hanover, New Hampshire

Adaptation Packet

RC 01 2599

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Women's Educational Equity Act Program
U. S. Education Department

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Santa Rosa High School, Santa Rosa, New Mexico
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UNIT ONE: UNDERSTANDING PEOPLE IN OUR AREA

INTRODUCTION

Who am I? What does it mean to be an adult in this area? What kinds of problems do people in my area have, and how might they affect me? These are the questions addressed by the first unit of OPTIONS. As in most "values-oriented" curricula, we begin by asking students to explore themselves as individuals. But we move quickly from the general: "Who am I?" to the more specific: "What does it mean to be an adult?" to the more tightly focussed: "What does it mean to be an adult in my area?" The purpose of the initial values exercise is to set the stage for student investigation of certain problems young people today might face: complex interpersonal relationships, sex stereotyping, and discrimination, and the possibility of being a single head of household. These particular problems have been carefully chosen from the many issues with which everyone has to deal because they are the most common and pressing concerns of men and women today.

Though we doubt that anyone in this area needs evidence of the importance of these problems, perhaps some statistics will make these issues seem more relevant. In Northern New England (Vermont, New Hampshire and Maine) one out of seven families is headed by only one person. Often, that person receives no external support from their former spouse. Of these one parent families, four out of five are headed by women; one out of five is headed by a man.* These statistics are not comforting, but they compose the reality of life for many men and women, and must be confronted by young people about to enter the adult world.

Problems are presented in the first ten days of the unit; an offshoot of looking at these problems is recognition of the heavy demands placed on many men and women today, particularly those who are single heads of household. An individualized Learning Activity Package (LAP) was developed for the last three days of the unit, addressing the specific problem of organizing and managing time.

As all teachers know, telling students about problems they will someday face is the least effective way of motivating them to prepare to cope. Therefore, this unit guides the students toward 'discovery' of problems faced by people in their area. As each set of problems is uncovered, the students relate them back to themselves and their own lives. Through this method, we hope to create in the students a desire to learn skills and planning strategies to resolve some of these problems.

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*Current Population Reports, Series P-60, No. 110, Issued March 1978, Survey done 1975.

WHAT IS YOUR LOCAL AREA?

The following questions can serve as a method for acquainting students with their local area or town. It is hoped that this somewhat historical focus will indicate to them how the area has changed and how patterns of work and home life have also changed. Students could do some individual research on selected questions and report back to the class at a later date. Or perhaps a speaker well versed in local history could talk with students. It is important that the focus not be on the students learning history, but rather on their becoming aware of their locale and the similarities between the past and the present that affect their lives.

What Is Your Local Area? How Has It Changed?

1. How has your town's population changed from its beginning to today? What are the trends? Can you account for increases, decreases, or certain population levels?
2. Make lists of the major occupations in 1600, 1700, 1800, 1900, and 1975. How are these different? How can you account for the changes?
3. Where did people work in 1600, 1700, 1800, 1900, and 1975?
4. What schools did the town have during these years? Where were they located? What was the school population? What was a school day like? How were teachers selected? Who went to school?
5. What were the important cultures in 1500, 1600, 1700, 1800, 1900, and 1975?
6. In the different periods of your area's history, how many women worked outside the home? What did they do?
7. What were the patterns of family life? What was a typical day like? What was a typical year like for a family in the 1800's, 1900's, and now?
8. What were the population centers of the area? Have they changed? Why?
9. What occupations or industries have there been? What factories, stores, taverns, hotels, and postal services? What occupations have there been? What service trades?
10. What were marriages like? At what ages did people marry? How large were families? What have been the roles and jobs of family members?
11. What has been the area's income? How did people spend their money? What were the typical family expenses?
12. What are the geographical boundaries of your community? What were (are) the communities in your area? What are the major roads? How have the boundaries been defined? Have transportation systems affected the boundaries?
13. What have been your area's transportation systems? Roads, freeways, railroads? What kinds of goods have been transported?
14. What have been the prominent disasters in your area? Fires, floods, storms, sicknesses, drought, wind? What impact have they had?
15. What religious groups have had the most influence in your area? What was the influence of religion in 1500, 1800, and 1975?

RESOURCE LIST: YOUR LOCAL AREA

1. Local historical society
2. Local chamber of commerce
3. Town hall, town clerk
4. Grandparents
5. Parents
6. State Office of Employment Security
7. Census data -- town hall, State of New Mexico Planning Office
8. Town manager, mayor
9. Tribal councils
10. Conservation commissions, Forest Service
11. Road agent, Highway Department
12. Local museum
13. Public library
14. City councils
15. Social studies teacher
16. Guidance counselor
17. Grade school teachers -- local history
18. Community groups
19. Local craftspeople
20. Local published history
21. Old newspapers
22. Retired telephone operators
23. Undertakers, auctioneers
24. Children's books
25. Other resource people

WOMEN IN OUR AREA ARE PEOPLE WHO...

	Extremely	Moderately	Slightly	Not at all
1. are close to their families				
2. know their neighbors well				
3. think men make the decisions that are important				
4. are in good health				
5. stay close to home and this area				
6. believe in women's rights				
7. do not trust out-of-staters				
8. enjoy homemaking activities				
9. give up easily				
10. think education is important				
11. are bored with their lives				
12. like outdoor activities				
13. value a close relationship with someone of the same sex				
14. read only magazines and newspapers				
15. appreciate local folklore, crafts, history				
16. would like to work part time				
17. depend on others for emotional support				
18. know only what happens within their families and town/community				
19. like to be involved in community activities				
20. are content with their lives				
21. want to get ahead				
22. keep their private lives private				
23. do not like change				
24. need security				
25. would enjoy working full time				
26. are confident				
27. enjoy TV more than reading				
28. enjoy crowds				
29. are good at managing money				
30. drink and/or use drugs				
31. feel leisure activities are important				
32. value a good relationship with a member of the opposite sex				
33. need to be like their friends				
34. think a wife should do as her husband wishes, even if she does not like it				
35. are moody				
36. are happy				
37. would be content to keep house while their husbands worked outside the home				
38.				
39.				

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MEN IN MY AREA ARE PEOPLE WHO...

	Extremely	Moderately	Slightly	Not at all
1. are close to their families				
2. know their neighbors well				
3. think men make the decisions that are important				
4. are in good health				
5. stay close to home and this area				
6. believe in women's rights				
7. do not trust out-of-staters				
8. enjoy homemaking activities				
9. give up easily				
10. think education is important				
11. are bored with their lives				
12. like outdoor activities				
13. value a close relationship with someone of the same sex				
14. read only magazines and newspapers				
15. appreciate local folklore, crafts, history				
16. would like to work part time				
17. depend on others for emotional support				
18. know only what happens within their families and town/community				
19. like to be involved in community activities				
20. are content with their lives				
21. want to get ahead				
22. keep their private lives private				
23. do not like change				
24. need security				
25. would enjoy working full time				
26. are confident				
27. enjoy TV more than reading				
28. enjoy crowds				
29. are good at managing money				
30. drink and/or use drugs				
31. feel leisure activities are important				
32. value a good relationship with a member of the opposite sex				
33. need to be like their friends				
34. think a wife should do as her husband wishes, even if she does not like it				
35. are moody				
36. are happy				
37. would be content to keep house while their wives worked outside the home				
38.				
39.				

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I AM SOMEONE WHO...

	Extremely	Moderately	Slightly	Not at all
1. is close to my family				
2. knows my neighbors well				
3. thinks men make the decisions that are important				
4. is in good health				
5. stays close to home and this area				
6. believes in women's rights				
7. does not trust out-of-staters				
8. enjoys homemaking activities				
9. gives up easily				
10. thinks education is important				
11. is bored with my life				
12. likes outdoor activities				
13. values a close relationship with someone of the same sex				
14. reads only magazines and newspapers				
15. appreciates local folklore, crafts, history				
16. would like to work part time				
17. depends on others for emotional support				
18. knows only what happens within my family and my town/community				
19. would like to be involved in community activities				
20. is content with my life as it is				
21. wants to get ahead				
22. keeps my private life to myself				
23. does not like change				
24. needs security				
25. would enjoy working full time				
26. is confident				
27. enjoys TV more than reading				
28. enjoys crowds				
29. is good at managing money				
30. drinks and/or uses drugs				
31. feels leisure activities are important				
32. values a good relationship with a member of the opposite sex				
33. needs to be like my friends				
34. thinks a wife should do as her husband wishes, even if she does not like it				
35. is moody				
36. is happy				
37. would be content to keep house while my husband/wife worked outside the home				
38.				
39.				

I WOULD LIKE TO BE SOMEONE WHO...

	Extremely	Moderately	Slightly	Not at all
1. is close to my family				
2. knows my neighbors well				
3. thinks men make the decisions that are important				
4. is in good health				
5. stays close to home and this area				
6. believes in women's rights				
7. does not trust out-of-staters				
8. enjoys homemaking activities				
9. gives up easily				
10. thinks education is important				
11. is bored with my life				
12. likes outdoor activities				
13. values a close relationship with someone of the same sex				
14. reads only magazines and newspapers				
15. appreciates local folklore, crafts, history				
16. would like to work part time				
17. depends on others for emotional support				
18. knows only what happens within my family and my town/community				
19. likes to be involved in community activities				
20. is content with my life as it is				
21. wants to get ahead				
22. keeps my private life to myself				
23. does not like change				
24. needs security				
25. would enjoy working full time				
26. is confident				
27. enjoys TV more than reading				
28. enjoys crowds				
29. is good at managing money				
30. drinks and/or uses drugs				
31. feels leisure activities are important				
32. values a good relationship with a member of the opposite sex				
33. needs to be like my friends				
34. thinks a wife should do as her husband wishes, even if she does not like it				
35. is moody				
36. is happy				
37. would be content to keep house while my husband/wife worked outside the home				
38.				
39.				

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TALLY SHEET # 1	WOMEN IN MY AREA ARE PEOPLE WHO... (SAS # 1)	MEN IN MY AREA ARE PEOPLE WHO... (SAS # 2)
1. are close to their families		
2. know their neighbors well		
3. think men make the decisions that are important		
4. are in good health		
5. stay close to home and this area		
6. believe in women's rights		
7. do not trust out-of-staters		
8. enjoy homemaking activities		
9. give up easily		
10. think education is important		
11. are bored with their lives		
12. like outdoor activities		
13. value a close relationship with someone of the same sex		
14. read only magazines and newspapers		
15. appreciate local folklore, crafts, history		
16. would like to work part time		
17. depend on others for emotional support		
18. know only what happens within their families and town/community		
19. like to be involved in community activities		
20. are content with their lives		
21. want to get ahead		
22. keep their private lives private		
23. do not like change		
24. need security		
25. would enjoy working full time		
26. are confident		
27. enjoy TV more than reading		
28. enjoy crowds		
29. are good at managing money		
30. drink and/or use drugs		
31. feel leisure activities are important		
32. value a good relationship with a member of the opposite sex		
33. need to be like their friends		
34. think a wife should do as her husband wishes, even if she does not like it		
35. are moody		
36. are happy		
37. would be content to keep house while their husbands/wives worked outside the home		
38.		
39.		

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TALLY SHEET # 2	I AM SOMEONE WHO... (SAS # 3)	I WOULD LIKE TO BE SOMEONE WHO... (SAS #)
1. is close to my family		
2. knows my neighbors well		
3. thinks men make the decisions that are important		
4. is in good health		
5. stays close to home and this area		
6. believes in women's rights		
7. does not trust out-of-staters		
8. enjoys homemaking activities		
9. gives up easily		
10. thinks education is important		
11. is bored with my life		
12. likes outdoor activities		
13. values a close relationship with someone of the same sex		
14. reads only magazines and newspapers		
15. appreciates local folklore, crafts, history		
16. would like to work part time		
17. depends on others for emotional support		
18. knows only what happens within my family and my town/community		
19. likes to be involved in community activities		
20. is content with my life as it is		
21. wants to get ahead		
22. keeps my private life to myself		
23. does not like change		
24. needs security		
25. would enjoy working full time		
26. is confident		
27. enjoys TV more than reading		
28. enjoys crowds		
29. is good at managing money		
30. drinks and/or uses drugs		
31. feels leisure activities are important		
32. values a good relationship with a member of the opposite sex		
33. needs to be like my friends		
34. thinks a wife should do as her husband wishes, even if she does not like it		
35. is moody		
36. is happy		
37. would be content to keep house while my husband/wife worked outside the home		
38.		
39.		

MY REAL & IDEAL SELVES

1. On the following page, you will see three categories labeled "Ideal," "Real," and "Changes." Take the set of stickers that corresponds to statement # 1 (is close to my family) on Tally Sheet # 2. If you placed a check (✓) in the column "I Would Like to Be Someone Who," then place the sticker in the column "Ideal" on today's homework sheet (SAS # 7a). If you did not place a check there, then leave the column blank.

2. Next, look and see if you have a check in the column "I Am Someone Who." If you checked that column for the statement "is close to my family," then take a sticker with that statement and place it in the column on SAS # 7a called "Real." If you did not, leave the column blank.

3. Once you have completed this process for statement # 1, go ahead and do the same thing for the other statements listed on Tally Sheet # 2.

4. Now look at your completed SAS # 7a. Wherever you have the same characteristic in both the columns for "Real" and "Ideal," you are already close to your ideal (or already there). Thus, in the column called "Changes," past a gold star symbolizing satisfaction, or no need to change.

5. Wherever a characteristic appears in the "Ideal" column but not in the "Real" column, this means you do not possess a desired characteristic and need to make some changes in your life if you hope to attain your ideal. Thus, in the "Changes" column, place a green circle (go), symbolizing something you wish to become.

6. Wherever a characteristic appears in the "Real" column but not in the "Ideal" column, this means you have some characteristic you do not wish to have and need to make some changes in your life if you hope to attain your ideal. Thus, in the "Changes" column, place a red circle (stop), symbolizing something you wish to stop being or doing.

7. Bring all leftover stars and circles back to class tomorrow.

EXAMPLE

Below is an example of someone's Tally Sheet # 2:

TALLY SHEET # 2	I AM SOMEONE WHO...	I WOULD LIKE TO BE SOMEONE WHO...
1. is close to my family	✓	✓
2. knows my neighbors well		✓
3. thinks men make the decisions that are important		
4. is in good heaith	✓	

That person's SAS # 7a would then look like this:

IDEAL		REAL		CHANGES	
is close to my family	-	is close to my family	=	★	gold
knows my neighbors well	-		=	●	green
	-	is in good health	=	●	red

KATHY

Life Roles

My name is Kathy. I'm 27 years old and I live in the town of Santa Rosa, N.M. I was raised in Tucumcari, N.M. and went to high school there. I graduated from high school and stayed at home with my parents to take care of them. They were both elderly and in very poor health. I lived with my parents for about 5 years. They were both sick. My father had emphysema and couldn't do much of anything. He couldn't breathe and he finally died of a heart attack and emphysema combined when I was 20. My mother had arthritis. She was almost helpless and she was also legally blind. We lived together in a small trailer.

daughter

mother

When I was 22, I became pregnant and just before my baby was born, my mother had a bad fall that started her disease to be very active and she had to go into a nursing home right after my son was born. I had to decide whether I could take care of both of them at the same time and I decided I couldn't and that my baby needed me more. It's pretty scary when you have never been used to small babies to have one and have the sole responsibility for it. I went on welfare and, at the same time, took a part-time job to help support us so that I could look after Bobby. My part-time job was working as a short-order cook at a truck stop, and I didn't really like it much. It was very hot in the summer, very cold in the winter, and pretty dirty -- it's pretty hard to get that kind of grease out of your clothes.

It's not easy being a single parent and trying to hold down even a part-time job. I wasn't making very much money. Most of it was going to the babysitter who was taking care of my son while I worked. And it's not easy anyway whether you work or not. There's no one to share the responsibility with you. You're the one who has to get up in the night when the child is sick. You're the one who has to see to it that he eats properly, has clean clothes, gets his shots on time, has

KATHY (cont.)

Life Roles

other children to play with. But it's not as bad as it sounds. There's a lot of fun to it.

Because my brothers and sisters were so much older than myself, I was sort of an only child and I relied on my friends for companionship. I have a best friend named Denise. We like to do pretty much the same things. We have the same taste in jokes. She's like a sister to me.

I had a relationship with a man a while ago. His name was John and he was very nice. We had a lot of fun for quite a while, enjoying each other's company. But we really couldn't agree on a lot of life's problems and we argued too much. We couldn't see eye to eye on anything so we finally broke up

I continued to work part time for a couple of years but it wasn't easy to make ends meet and I was plain sick of being broke all the time -- never having enough money to buy blue jeans or a record if I wanted one. And my trailer needed to be completely rewired electrically before it was safe to live in and I simply couldn't afford it so I decided to get a full-time job. I like the job I am working on now. I am doing a lot of different things -- some writing, some reading. I'm doing a lot of training under CETA so that when this job is ended I can get a higher paying job, maybe even in a school. And I especially like working with kids so that's why I think I would like to work in a school later on. I love to watch TV. It's about the most fun there is. You can go far, far away but still be right home.

Being a single parent and working full time isn't as hard as it sounds. I've got myself pretty well organized now and Bobby goes to a day care center which he loves and it's doing him a lot of good. He's learning a lot and he is acting a lot better. I had to stop being a perfectionist around the house but I can see that I'm a lot happier now that I'm working.

RITA

Life Roles

My name is Rita. I am 20 years old. I've been married for 2 years and have a year-old son named Jesse. I was raised in Lunas for 16 years. I quit school at the age of 16 because I got into some trouble back home. I got busted for pot and my parents decided that I shouldn't live at home because I'd be a bad influence on my younger brothers and sisters. So I decided to move up to Albuquerque and live with some friends of mine and to start over again. I came up here and wanted to finish school. So I took the GED high school classes at night, but I didn't have a chance to take the test because I didn't get the notice in the mail in time. I got it 2 days later. I got a waitressing job at Howard Johnson's working nights.

Then I met Andy, the guy I ended up marrying. Andy and I just lived together for about a year before we decided to get married. Things were working out really great when I lived with him. He got me a job working at his father's grocery store. We were making lots of money and saving and having a good time together and since we got along so well, we decided to get married. That's when the trouble started. The day after we got married, we fought all day long, and it has been continuous ever since. I thought our marriage would probably get a little better if I got pregnant. So I got pregnant. Then we decided to move in with these people in a big house near Bosque Farms. We lived with 8 to 10 other people and we had a good time together. We had a small communal farm going and things were working out pretty well. Then, slowly but surely everybody started moving out because they had their own adventures, either traveling or something. So we were left all alone in this big house out in the country. It came closer to the time to have Jesse and Andy had to drive the pick-up to Albuquerque every day and that left me stranded out there. So we moved in with these relatives of ours who

RITA (cont.)

Life Roles

lived closer to town until the baby was born. Then we moved into an apartment.

Then Jesse was born. It was really rough--Andy was out of a job, and our truck had blown up a few days after that. It caught on fire. And so life was really down in the dumps for us. Not having any money and being trapped in this small apartment really gave us hard feelings. We never got to see any other people, we were just trapped. In the spring, Andy got his job back in construction and started being very greedy towards himself. He went out and bought himself a new motorcycle, which didn't do us any good because Jesse and I still didn't have any transportaion. I really got sick of him staying out all night so I decided to kick him out and try it on my own.

Being alone with Jesse was really scary at first. I would leave him with my neighbors but I didn't trust them. The only babysitter I could get was 12 years old, but she was very good with kids. I had to hitchhike downtown and talk to the welfare people twice a week until I got everything straightened out. Being a single parent is kind of rough. Jesse had a tendency to get sick everytime he cut a tooth. So I was always having to find a ride to take him to the doctor and I was getting tired of having to depend on neighbors and relatives. Being a mother has a lot of responsibilities. You have to make sure the child has everything he needs, and I tried to give Jesse everything he ever wanted. Having Jesse around really makes me feel important and responsible. I know I am responsible for his behavior and his attitudes when he grows up, and the development of his personality is very important in his first year of life.

After a while of being on welfare, I decided I ought to get a job.

RITA (cont.)

Life Roles

I decided to move in with this friend of mine, Jeff. He used to live with us in the country. And so he and I lived out there again and things weren't working out too great because it was so far out and was really hard to get help if you really needed it. So I moved into town with a friend of mine who is now my permanent babysitter and I did some job searching and got myself a job.

Working, I am getting a lot of training for my goal which I want to reach, which is to be a secretary. I am also taking some courses at TVI and getting on-the-job training which is working out really well. My job has really given me a sense of responsibility -- something to get up for in the morning and have something to do, and it has given me something to show for my time. It makes me feel as if I am a better person. It also gives me money and I don't have to depend on Andy, which is a really good feeling. It doesn't have too good of an effect on Jesse, because now I hardly ever see him, only at nights for an hour or two and on weekends, but he'll have to manage until I get myself settled. It's hard working and trying to raise my son properly. It seems as if I don't have enough time to do half the things I want to do. But sooner or later I will get myself organized to where I will be able to get everything I want accomplished done.

After I started working, Andy's and my relationship started getting along a little better. He realized that I could make it without him if I had to. A few weeks ago, when I went home for Christmas vacation, Andy had time to stop and think of what he wanted out of life and decided that he wanted Jesse and me back. So he called me and 3 hours later, I was on a bus to Albuquerque because I am a softy when it comes to him. So we are trying to work things out. We've done a lot of talking

RITA (cont.)

Life Roles

about our past and we have both changed. He has part of his father's business and is financially stable and I have a job which I will keep Andy and I are having a few problems about whether or not I should work. He feels that I should stay at home and take care of the baby and have meals ready, and be there whenever he needs me. But I feel that I want to keep my job just in case something doesn't work out with our marriage. For sure I will never get myself in the same bind that I got myself into before.

MARY

Life Roles

I was born and brought up in the small town of House, N.M. I went to grade school, high school, and I graduated in 1951. I came from a very large family and I had a brother that was a lot younger than I was, and my mother worked, so I stayed home and took care of my little brother. And in February, 1952, I married the boy I went with in high school. After I got married, I didn't want to work. I just enjoyed being a housewife and mother and my first child, a little girl, was born a year after we were married. And then I had three more kids about a year apart, and I now have one boy and three girls.

I could have worked, we could have used the extra money, but I wanted to have children and I felt that I wanted to stay home and take care of my children by myself and that we would manage, and we did. It was hard, you know, mending clothes to make ends meet and digging up cheap meals, but this is what I wanted to do, to take care of my own children. I didn't want someone else raising my children. Although I didn't have a full-paying job, I did a lot of work for my church and I was a 4H leader and once I had some Girl Scouts. When my last child was in first grade, I became more involved in that kind of work. And I eventually helped organize a nonprofit organization, a secondhand store, and a community center, and was very active in that.

My husband and I were having troubles and so I went to Grady to stay with my sister for a while. Then I went back to my home town and to the secondhand store. Thinking back now, I can see what the problems were in our marriage. I had devoted my whole life to being a wife and mother. My whole life was centered around my children. And as they started growing up, I had a lot of time on my hands, and also, all we talked about, I think for years, was the children and what they did in school and how they were doing, and money problems, and as

MARY (cont.)

Life Roles

the children started leaving home, we just didn't have anything to talk about anymore. We had nothing in common anymore. And we just found ourselves drifting farther and farther apart. People change and their needs change and we were arguing and fighting, and that was why I left home for a while.

I was also very frustrated because I didn't have any skills. I wish that I had waited awhile before I got married and gone to work and learned some skills--typing, shorthand, anything that I could have fallen back on. I finally decided that I had to get out of the house. I had to do something to keep me busy. I went down to Lalo's Mercantile Store and applied for a job. The only available job at the time was as a clerk out back, and it wasn't a very challenging job because all I did was stand at a marker and mark clothes all day. But I stayed. It was a job and it did keep me busy and I stayed until Lalo's closed down.

I went back to the secondhand store and I spent more time with my grandchildren. I have two little grandsons. One is a year old and the other is 4. I really enjoy them, but sometimes I feel they aren't disciplined enough. And I hate to discipline them myself because when they come to Gramma's house, I like to spoil them. After another few months of working and playing grandma, I found myself getting bored again, and I was looking for another job. I have set up a new goal. I've always been involved in social service work and I like it and this is what I want to do. So I am taking some courses to help me reach that goal. And since then, my husband and I seem to be getting along a little bit better. We are both trying a lot harder now. I have something interesting to go home and talk about now. And I think he has noticed my new self-awareness and my self-confidence, and he knows

MARY (cont.)

Life Roles

that it has been good for me. We talk about it. I don't really know how my marriage is going to work out. We are both very definitely working harder at it. But I do know that I have a lot more self-confidence and a new self-awareness and if we ended up in a divorce, then I feel that I will be more able to make it on my own.

DONNA

Life Roles

I was born and raised in a small town in New Mexico. I graduated from high school in 1956 and went to the University of New Mexico that fall. I wanted to be a music teacher but knew that jobs in that field were hard to get. I had sense enough to take some courses in another field as well, so if I couldn't get a job teaching music, I could make a living doing something else, like working as a secretary.

I met my husband, Stan, on Christmas break during my junior year. Stan was older, already in business for himself, and he swept me off my feet. We were married in the summer of 1959. I had planned to finish college the next year, but decided to start my family and had twin daughters instead. Two years later, our son was born, so my hands were full, and there seemed to be no time for school.

Stan's business, a clothing store, was a success right from the start. There was always enough money, so I had no need to go to work. I was a full-time wife and mother. Believe me, that's a lot of work all by itself! I wouldn't have missed my kids' baby years for anything. I took pleasure in keeping our home clean and neat, and in cooking good food for my family. I guess that's the secret, right there. When I was growing up, I hated housework, but it made a big difference when it was my house and my family that I was doing it for.

After my son started school, I began to feel a little at loose ends. I became active in the PTA and in 4-H, and did some volunteer work at the hospital and in the church. I took over some of Stan's civic duties, too, such as selling tickets for fund-raising events. And I kept up my interest in music: I sang in the church choir and helped to organize band concerts in the summertime.

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DONNA (cont.)

Life Roles

As the kids got older, they relied on me to drive them around to various activities. I was still busy, and as Stan got increasingly involved with town politics our social life became really important. We entertained quite a lot, and I think I was a real help in getting Stan elected to the school board.

I don't mean to make our lives seem to be all peaches and cream. We've had our share of problems. For example, there were times when Stan was so busy the kids and I never saw him, and that created problems in our marriage. We also had the usual hurts when friends and family members were ill or had hard times. Our son was seriously hurt in an accident a few years ago, and we thought we might lose him. We've had the kind of troubles every family has. But we've been a happy family, and we've always been able to talk with each other and work out our problems.

When I realized that I'd be 40 in another few months, I talked to my husband and all three of our children about a problem I was having. The twins will be going to college in the fall, and Jason has his own boy's life to lead. Stan's got the store. But I was feeling as though there wasn't much for me to do. Oh, I like doing volunteer work, but it isn't enough any more. And I don't want to be one of those women who suffer from the "empty nest syndrome" when their children grow up.

As a matter of fact, it was the children who came up with a solution. They said I should go back to school. So I'm going to. It won't take long to get the credits I still need for a degree. I'd still like to teach music. Our high school hasn't had a full-time music teacher for several years and the school board has practically guaranteed me the job.

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DONNA (cont.)

Life Roles

After all, I've had some experience--I taught each of my kids to play an instrument. And I'd be filling a real need.

There's another aspect of my new career I'd like to mention. It's a feeling of security, for both Stan and myself. We know that if anything happens to Stan, or if we decide to sell the store and retire early, there's another source of income. It's almost like insurance. I can take care of myself and my loved ones, if need be. That's a good thing to know.

PLAYING LIFE ROLES

Roles: wife
husband

Situation:

This couple is in financial trouble. Bills are piling up, and the electric company has threatened to cut off service if the bill is not paid within 1 month. The wife says she will get a part-time job. The husband says no. He says he will moonlight. The wife thinks that is a bad idea. They discuss the problems.

PLAYING LIFE ROLES

Roles: daughter (age 19)
mother
father

Situation:

Daughter announces to her parents that she wants to be a telephone lineswoman. She has heard that there is a lot of money in that field. She has grown up in a professional family, as her father is a superintendent of schools and her mother was a county clerk. Her parents had always assumed that she would become part of the professional white collar world also. She must now defend her choice of career.

WHO RUNS THE HOUSEHOLD?

Below is a list of some of the duties involved in running a household. There are many more, but this list should give you an idea of what a big job it is to care for a family.

For each task, you should decide whether it is usually done by a woman, a man, either or both of them, or the kids in the family. Check the column that you decide is right for each job. Base your decisions on your own experience, either with your family or with other families you know well.

Add any other household duties you can think of to the list.

Household Duties	Usually Women	Usually Men	Either or Both	Children
1. Earn family income				
2. Plan budget, pay bills, do taxes				
3. Choose expensive items such as car, refrigerator, washing machine, TV				
4. Shop for food for the family				
5. Shop for children's clothes				
6. Arrange children's transportation to sports, lessons, friends, school, doctor, church, etc.				
7. Arrange for loans or mortgages				
8. Make kids' appointments with doctors, dentists, etc.				
9. Mow lawn, chop wood, and other outside chores				
10. Arrange for repair of household utilities (furnace, electrical system, plumbing, etc.)				
11. Prepare meals				
12. Teach children & control their behavior				
13. Listen to family problems; settle arguments				
14. Attend children's programs at school & church, and parent/teacher conferences				
15. Give advice or get help for major family problems (accidents, runaways, death, divorce, etc.)				
16. Make food for school, church, & other organizational functions				
17. Assign or do household chores (cleaning, dishes, laundry, etc.)				
18. Arrange for family recreation & vacations				
19. Feed and care for farm animals or pets				
20.				
21.				
22.				
23.				

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5. Now ask students: "In a family headed by a single adult, who does all the tasks on our list?" When they state the obvious answer, ask them seriously and pointedly: "Do you think such single heads of household are usually men, usually women, or about equally divided between men and women?"

The students should recognize and say, "mostly women." If they do say this, you should confirm it. If they do not say this, you should inform them of this fact. Ask them: "How many of you know personally at least one family in which the head of household is a woman?" You should supply the class with the following statistics:

> In New Mexico, one of every seven families is headed by only one person. Of these single-parent families, six of seven are headed by women; one of seven is headed by a man.*

You can dramatize the meaning of these statistics by saying: "This means that chances are that one in every seven of you will end up being a single head of household and the chances are much higher for women." Emphasize that to avoid this situation or to be able to handle it when it comes up requires many life skills which they will begin to work on in the next unit.

Homework

1. At the end of lesson # 9, pass out SAS # 14. Tell students the purpose of this activity is to show them how much work a single head of household has.

Tell them to ask their parents or other adult heads of household to help them by providing estimates of the frequency and amount of time involved in each activity listed.

*Current Population Reports, series P-60, no. 113, issued July 1978, p. 103. Survey done 1975.

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18. Arrange for family recreation & vacations				
19. Feed and care for farm animals or pets				
20.				
21.				
22.				

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A SINGLE HEAD OF HOUSEHOLD's WORK IS NEVER DONE

Below is a list of duties involved in running a household that we worked with today. This time you are to estimate how often each activity is done and how much time it involves. First decide if the activity is something you do once or more a week or less frequently such as once a month. Then estimate how much time it takes to do the activity each time. Write the number of hours you think the activity would take only in the column that says how often you think it would occur. (For example, you might write "14" in the column "Weekly" for # 9 "prepare meals," meaning you think that the task involves two hours every day, seven days a week.) Ask your parents or other adult heads of household to help you make these estimates.

HOUSEHOLD DUTIES	WEEKLY hrs/week	MONTHLY hrs/month
1. Earn family income		
2. Plan budget, pay bills		
3. Shop for food for the family		
4. Shop for things other than food, for example, household items, etc.		
5. Arrange children's transportation to sports, friends, school, church, doctor, etc.		
6. Make kids' appointments with doctors, dentists, etc.		
7. Mow lawn, chop wood, and other outside chores		
8. Arrange for repair of household utilities (furnace, plumbing, etc.)		
9. Prepare meals		
10. Teach children & control their behavior		
11. Listen to family problems, settle arguments		
12. Attend children's programs at school & church, and parent/teacher conferences		
13. Make food for school, church & other organizational functions		
14. Assign or do household chores (cleaning, laundry, dishes, etc.)		
15. Arrange for family recreation and vacations		
16. Feed and care for farm animals or pets		
17.		
18.		

There are certain jobs that are done by the heads of household only at certain times of the year or only once a year. In the spaces below, list how many times a year these jobs are done and the time that each job takes.

Add any jobs you can think of that are not included.

HOUSEHOLD DUTIES	No. of times done in a year	Total time each year
1. Preparing income taxes		
2. Christmas shopping		
3. Spring cleaning		
4. Gardening		
5. Canning/freezing food		
6. Arranging for loans or mortgages		
7. Giving advice or getting help for major family problems (accidents, runaways, divorce, etc.)		
8. Choosing expensive items, such as a car, refrigerator, washing machine, TV		
9.		
10.		
11.		
12.		

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CASE STUDY # 1

Jack Martinez is the only adult in his household. His wife is an alcoholic, presently in treatment in the State hospital in Las Vegas. Jack works long hours at a low-paying factory job and then cares for his sons and the house at night. Teddy, 6, and John, 4, stay with a neighborhood sitter while Jack works. Little time and money and many problems have made it difficult for Jack to cope.

Last week, Teddy's first grade teacher told Jack that Teddy will have to repeat the first grade. She told him that Teddy seems to be quite disturbed and needs professional help. She recommended a child psychologist in Santa Fe and gave Jack the woman's address and phone number.

Jack feels bewildered and upset. He doesn't have the money to send his son to a psychologist, but he does want Teddy to get the help he needs. With no one else to turn to for help, Jack must decide what to do in this situation.

EXERCISE

List the difficulties that you think Jack faces.

CASE STUDY # 2

Mary Anne Garcia learned at 9:15 a.m. on a windy March morning that she was a widow. Her husband Jim, 27, had been killed in a car accident on his way to work. Mary Anne and Jim had been married less than 2 years, and Mary Anne was expecting their first baby. Before marriage, she had worked as a sales clerk in K-Mart department store.

After the first shock of grief had passed, Mary Anne totaled up her money. There was an insurance policy for $10,000, $762 in a savings account, and $147.69 in a checking account. Because of the baby, Mary Anne could collect a small monthly sum in Social Security benefits.

Mary Anne realized that her money would not last long after the baby was born if she did not get a job. And what would she do with the baby while she worked? Jim's mother offered to take care of the baby, but Mary Anne strongly disliked her mother-in-law. Her minister suggested adoption because, he said, it is not as easy for a woman with a child to marry again as it is for a childless woman, and most day-care centers do not accept small infants.

EXERCISE

List the difficulties you think Mary Anne faces.

CASE STUDY # 3

Sally Silva has many material advantages. She has a nice apartment in Silver City, a nice car, and an interesting job at Western New Mexico University. But Sally is lonely and bitter. After her divorce, Sally began accepting dates with some of the men she worked with or had met at the university. Most of these dates were disasters. All the men she dated felt that Sally "needed sympathy" or "would be grateful for a little fun." None felt that a sincere thank you and a handshake were enough to "repay" them for the evening. In desperation one evening, Sally offered to pay for her own meal and movie ticket. Her offer was readily accepted, but her polite "no" later was not.

Now Sally does not accept dates. She isn't very friendly with her female co-workers at the college; she is never invited to their get-togethers. The married women, especially, feel that a young, attractive divorcee like Sally is a "threat" to their own marriages.

Sometimes Sally wonders if she wasn't better off in her unhappy marriage than she is now. At least then she wasn't alone.

EXERCISE

List the difficulties you think Sally faces.

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CASE STUDY # 4

Elaine Baca is 16, unmarried, and pregnant. Her 17-year-old boyfriend is unwilling to marry her. Her parents are emotionally supportive of Elaine, but with four younger children at home, they cannot help her with money.

Elaine wants to keep her baby and finish high school. She needs help to pay for prenatal care, hospital bills, and the many things a young baby needs.

Elaine has lived in Mora, New Mexico all her life. It is an extremely rural area, and the people are widely scattered and keep to themselves. Elaine does not know of any public or private agencies that help women like herself.

EXERCISE

List the difficulties you think Elaine faces.

TIME SHEET

There are many poems, songs, and sayings about time such as:

"My how time flies when you're having fun!"

Jim Croce's song "Time in a Bottle"

"Land of Mañana"

Use this page to list any references you know of about time. Share this page with your friends.

"TO DO" LISTS

TO DO (musts)

hang out laundry
clean my room
do homework
help Mom with the kids
do household chores
make an appointment with guidance counselor
buy Fred a carnation for the prom
make brownies for class bake sale
get my hair cut
wash my basketball uniform

tell Jim to get off my back
see about a summer job at Safeway
borrow $5 from Michael
tell Mrs. Davis I can't work on Saturday
start my science project
feed the cats
buy Mom a birthday present
sign up to take driver's education
sell tickets to Saturday's dance

find good homes for our new kittens
run errands for Mom
bring in wood for fireplace
take Billy to his friend's house
do research for history paper
rake yard
ask Dad if I can borrow the car
make tortillas for dinner
go to school
take out the trash

TO DO (wants)

go out with Fred
hang out in town
write in my diary
listen to my radio
be happy
tell Mary about last night with Fred
win the basketball game
visit Sara and her new baby
buy the new Eagles album
write an A paper for Mrs. Norris

work at the store after school
get along better with my family
watch TV
buy a new shirt for the dance
listen to music
go to the wrestling match
invite Sherrie over for dinner
go bike riding
take a trip to Santa Fe

just drive around town
go skiing
look for a good used car
sleep late
earn some money
write letters
go for a walk
find a good book to read
call JoAnne
be alone more

Turn back to page 7 and
do the activity there.

HOUSE FIRE!! PROBLEM SHEET

Your next door neighbors' house burned to the ground last night when their gas heater exploded. The family was awakened by their dog's wild barking just in time to escape from the house before the roof collapsed. The family members -- Bernice Apache, a 36-year-old divorcee, and her five children, Rose, 15, Elaine, 12, John, 7, Jessie 4, and Barbara, 18 months, are now homeless, without insurance or a source of income, and have lost all their personal possessions, clothing and furniture. The family members are all still in shock over their loss and incapable of thinking clearly about today, much less the future. You have decided that as a neighbor and friend, you will help them out. You plan to start a fund to assist the family in getting things back together. Also, because Mrs. Apache is too upset by the fire, you temporarily take over the responsibility for contacting local agencies to assist the family.

Below is a list of things that must be done to help the family. Your job is to rank them in terms of their importance to the Apache family. Rank them from 1 (the item you think is most important) to 13 (the item you think is least important and the last thing to be done).

_____ Locate immediate, temporary housing

_____ Take out a bank loan

_____ Find a babysitter/day care

_____ Contact utility companies (to disconnect utilities in the destroyed home)

_____ Start a clothing drive

_____ Inform a priest

_____ Collect food

_____ Obtain medical care

_____ Contact relatives

_____ Collect furniture, appliances

_____ Make a list of destroyed items, valuables, papers, jewelry, etc.

_____ Contact school officials

_____ Contact Community Services

HOUSE FIRE!! GROUP RANKING

Note to Group Recorder

As a group, you need to agree on the ranking of the following items. Through discussion -- not majority rule -- everyone in the group must agree on a rank for each item.

In the space before each item, write the agreed upon ranking. In the space after each item, write the explanation of why the group decided as it did.

Rank #	Need	Explanation
_____	Locate immediate, temporary housing	_____
_____	Take out a bank loan	_____
_____	Find a babysitter/day care	_____
_____	Contact utility companies	_____
_____	Start a clothing drive	_____
_____	Inform a priest	_____
_____	Collect food	_____
_____	Obtain medical care	_____
_____	Contact relatives	_____
_____	Collect furniture, appliances	_____
_____	Make a list of destroyed items	_____
_____	Contact school officials	_____
	Contact Community Services	

SHERRY

Sherry is 16 and pregnant. Her boyfriend wanted her to have an abortion, but Sherry refused. Her parents want her to give the baby up for adoption. Sherry wants to keep her baby. She knows that adoption would give the child two parents, not just one, and that the adoptive parents would be able to afford more material advantages for the baby than she can. But Sherry is looking forward to her new baby and plans to be a good mother. She has two friends who kept their babies, and they seem to be doing fine.

JERRY

As the time draws near to fill out college applications, Jerry has to make a decision. His parents want him to go to one of New Mexico's State colleges where tuition would be low and he would be near home. His best friend is urging him to cut the "apron strings" and apply at out-of-state universities. Jerry thinks he can get some financial aid wherever he decides to go, and his grades are good enough to make him confident that he can get accepted.

SUE

Sue was raised in the town of Quemado, New Mexico. Her mother had worked in an office in Silver City, New Mexico before Sue was born, and soon after the birth, she went back to work. Sue's grandmother, who lived with the family, took care of Sue while her mother worked. When Sue was 2 years old, her grandmother remarried and moved to California. Sue was taken to a babysitter outside the home. This abruptly changed her life and daily schedule. Sue met other small children for the first time, and soon became happily adjusted to her new surroundings. Her preschool years passed quickly, and finally the long-awaited day arrived. She left her babysitter and began the first grade at the Quemado Elementary School.

At first, Sue found school very confusing. Learning to be quiet, asking permission to get a drink or go to the bathroom, and standing in line at the cafeteria were hard for Sue, who was used to doing as she pleased. Soon she adjusted to the school rules and began to have fun learning things and making friends. Reading was hard for Sue, but her teacher felt she could catch up with a little extra help. The school year ended, and Sue was promoted to the second grade.

During her second year of school, Sue became frustrated by her own lack of ability in reading. She worried about whether she would be promoted to third grade. In the spring, her worst fears came true. Her parents and teacher agreed that Sue should repeat the second grade. Sue had had bad things happen to her before, such as chicken pox and losing her favorite doll, but nothing could possibly be as awful as "staying back" in school. She was sure that her friends wouldn't like her any more when they found out what a "dummy" she was.

That fall, Sue found out she was wrong. Sue kept most of her old friends and made new ones. Thanks to her parents' help over the summer, her reading improved, and she felt a lot better about herself. Sue's school life became much happier.

During the year Sue spent in sixth grade, she and her friends began to worry about leaving the elementary school and entering junior high. After all, this would mean meeting all new teachers, finding their way around a new building, and above all, changing classes during the day. But, after a day in which all the sixth graders visited the junior high school, met some of the teachers, and toured the building, Sue and her friends lost most of their fears. Junior high became exciting. She began to feel grown up. She developed new interests such as choosing clothes, listening to music, and boys, while keeping up and developing old interests such as horseback riding.

Ninth grade was perfect. Sue felt that she was really in high school and very grown up. She fell "in love" with a new boyfriend, and spent a lot of time going places and doing things with him. Life was wonderful! Then, the blow fell. Her boyfriend became interested in someone new and broke up with Sue. She cried for days. How could she go on? This was as bad as "staying back" in the second grade!

Sue found that she could go on. She became involved in learning to drive. Having her driver's license would make her more independent and show her parents she was a mature person. She studied the manual constantly and practiced driving every chance she got. When the day of the test arrived, Sue was ready and passed with ease. Now she was able to use the family car if she bought her own gas.

She searched long and hard for a part-time job to earn money to pay for the car. She finally found a job at Nichols' Mercantile, where she worked about 15 hours a week. Life looked pretty good again.

But within a year, Sue's life took another nose dive. She smashed up the family car, and now her parents felt that to drive it again, Sue should help pay for the extra insurance necessary to cover a driver under 18. Sue worked more hours and was able to manage the expense. She also started dating a very nice guy during her senior year at Quemado High School.

At last, Sue graduated from high school. Her parents were proud of her, and she felt good about herself. She moved up to a full-time position at Nichols' after graduation, but found living at home and trying to be independent caused problems. After a big fight with her parents, Sue moved out of the house and tried to make it on her own. Then things in her life moved fast. She got engaged to her boyfriend and began to plan the wedding. At almost the same time, she was told she wasn't needed at the store. Business was slow, but they'd call her when it picked up again.

PAMELA AND BILL

Pamela and Bill Logan had just bought a new home in a nice neighborhood. Their three children had begun to make friends immediately, and the whole family was glad they had moved. Their oldest daughter had found a nice boyfriend, and the younger girl was the star of the football team. Then everything fell apart.

Two months after the move, Pamela was cleaning her son's closet. Behind some old boots, she found a small plastic bag full of marijuana cigarettes. Pam had heard that drugs were a problem in the new schools her children were attending, but she had never dreamed her kids would try drugs. All her delight in her new home evaporated. What should she do? Should she confront and punish her son? Get all three kids together and talk to them about the drug problem? Maybe she should try to talk with other mothers and then organize an effort to clean up the schools. Whatever she decided to do, it must be done soon.

MARY LOU

Decisions, decisions! Mary Lou had never before had such important decisions facing her. She had a wonderful job and an exciting fiancé. The wedding was only 3 months away. Rick had never told Mary Lou that he didn't want her to work after they were married, but last night he said they should have children right away. Mary Lou was upset. What should she do? Should she insist on working after marriage, or quit her job to please Rick? She knew she wanted children, but not right away, and she thought she could get Rick to agree to waiting awhile. Her mother agreed with her, and was pushing her to postpone the wedding for a few more months until she could work out an agreement with Rick. Mary Lou didn't mind living at home, but she didn't want to put off her wedding for too long. Maybe she and Rick could compromise so that Mary Lou could work until they had a family. The only thing she knew for sure was that she didn't want to give up either her job or Rick!

CHRISTINE

Christine Trujillo had never thought about being a widow. But Tom had died of lung cancer after a long illness and now she was alone. Their children were very supportive, and her son's children were now her main joy. After the first grief passed, Christine wondered what she was going to do with the rest of her life. She had enough money to live on, but she was afraid of being lonely and feeling useless. Maybe she could do volunteer work, or get a paying job to provide the extras she would otherwise have to do without. Or, she could sell the house and move to California to live with her widowed sister. That would be one solution to loneliness. She would miss the children, though. The thing to do, Christine decided, was to sell the house, move into an apartment, and try to get a job.

LOUISA

In college, Louisa had been an honor student. Now that her last child was old enough for school, she had a chance to use her education. She had been offered a good job with a large retail business and was on the verge of accepting, when her youngest child was found to have brain damage. Now Louisa faced an important decision. Should she give up the job and stay at home to care for the little girl, or take the job and place the child in a special school with professionals trained to work with brain-damaged children? Could she be both mother and teacher to her child? The little girl was a lovely, sweet child, but was caring for her enough to fill Louisa's life? What was best for the child and for the rest of the family?

ALLEN

He never thought it would happen. Elena was dead from a two-car accident on Highway I-40 at Cline's Corners. She would never come home again. Their four children were still below the age of ten. Allen felt hopeless. He had lost a wife and his children had lost their mother. And things had been going so well. Elena was happy for the first time in years, traveling through the State selling books for Harper and Row Publishers. The insurance wasn't enough to cover even the cost of the funeral. Allen knew he would probably have to sell their mobile home and move to a small apartment. Then there would be the problem of finding care for the children. Perhaps he should move closer to his family, but that would mean leaving his job. Things were suddenly very confusing for him.

JOSÉ

José has been working for the New Mexico State Highway Department for six years after graduating from the University of New Mexico in Albuquerque. His supervisor had seen his potential and he had received a promotion to field supervisor in the southeastern part of the State. Recently he was offered a partial fellowship to go back to college, and the Highway Department was willing to offer him part-time work. It is a big decision for him to make and would mean that his wife, Lenora, would have to keep her job for the two years he would be studying. Lenora had wanted to start a family and had agreed to wait until José had a more stable job with the State. Now he has the job, but there is another opportunity for him to consider. José must weigh his priorities.

ROSA

At 23, Rosa is separated from her husband. It is the last thing she ever expected to happen to her. Rosa married Richard the year after graduation from high school. They started going together after Richard's brother married Rosa's best friend. They worked at a discount and grocery store in the town where they both grew up.

Before they were married, Rosa found out several things about Richard that bothered her. A lot of Richard's paycheck was spent on beer for him and his friends, and when he was drinking, Richard had a violent temper. Also, he didn't like to have children around. Rosa noticed that whenever her older sister's kids were around, Richard acted very nervous.

However, Rosa was in love with Richard and she concentrated on his good looks, confidence, and sense of humor instead of his faults. They were married and moved into a little apartment they furnished with wedding gifts and extras from family and friends. They both continued to work after they got married, although Rosa would much rather have stayed home. Richard stayed on at the discount and grocery store, where he was later promoted to department manager. Rosa worked as a clerk at the checkout counter at Safeway for a few months, then as a babysitter for a woman studying to be a doctor, then cleaning motel rooms. She was relieved when she found out she was pregnant, because she had never enjoyed a single job she had.

Rosa and Richard had two children, Bobby and Roseanna, a year apart. From the first, Richard refused to have anything to do with the children. He got angry when they cried or shouted, and brushed them away if they tried to climb on his lap. Rosa didn't like his attitude and they started to fight a lot.

At first, they fought mostly about the kids. Then Richard started drinking and staying out more and more, and sometimes there was very little of his paycheck left. Rosa had to scrimp to pay the bills and loan companies, and sometimes they barely had enough money for food. The kids, money, and Richard's drinking all were subjects for Rosa to worry about and then fight about with Richard. At times they seemed like strangers to each other.

One night, Richard came home drunk and beat Rosa up. She took the children and went home to her parents. Richard has called and called, and says he's really sorry and promises he'll "shape up," but she doesn't really believe him.

LAURA

At 30, Laura is getting a divorce. It is the last thing she ever expected to happen to her. When she gave up her job as a licensed practical nurse at St. Joseph's Hospital to marry Jim, she thought it was the best trade she had ever made. Not that she didn't like her work. She had wanted to be an LPN since she was in high school, and her family had gladly paid for her training. But she had wanted to get married more, and Jim was everything she had ever wanted -- tall, attractive, lots of fun. The two of them settled down in the small house Laura's grandparents had lived in before they built their present house on the hill behind Laura's father's farm. Laura put in a garden that first spring, and showed Jim all the secret places she used to go as a child. She would pat her pregnant belly and say to him, "Our children will grow up like I did."

Then, when Laura was eight months pregnant, Jim came home with the news: his company had offered him a big promotion, which would mean they would have to move to the city. Laura cried for a week, while Jim got angrier and angrier. "Don't you care about me?" he shouted, "Don't you care about our children having a better life?" Finally, Laura gave in, or gave up, depending on how you looked at it. They moved to the city with Kim, their two-month-old baby, and Laura tried to make herself feel at home in a strange apartment on a noisy, unfriendly street.

Laura became pregnant again when Kim was 9 months old. Tracy was born prematurely and needed extra care, so Laura was busy and preoccupied for months. But once Tracy was no longer a full-time job, Laura returned to being lonely and miserable. She soon decided to go back to school, taking courses this time towards a college degree. She went to night school, hiring a sitter for the girls. She enjoyed her classes more than she would have dreamed she could when she was in high school. She especially loved her biology courses, and began to think about getting a teaching certificate as a health teacher. She thought her LPN background would be useful, and that the work would be fun once the kids were in school. For the first time since the move, Laura began to feel better.

Then the blow fell. Laura went to her doctor and learned that she was pregnant again. Kim was in fourth grade now, and Tracy in second, and Laura felt that her schooling and her sense of coming out of herself were being snatched from her by this new baby. Then, Jim came home and announced that he was being moved again, at a substantial increase in pay and responsibility -- this time to Seattle, Washington. Laura said that was impossible -- she would never be able to go home to New Mexico from Seattle for weekends, and she could not move that far away from her family. Jim said, "Either you go, or you stay without me." Laura decided that she would sooner die than stand the living death that the move would mean for her.

FORTUNE TELLING WORKSHEET

In the appropriate boxes, answer the questions below for each of the cases you just read.

	ROSA	LAURA
1. What does she have going for her?		
2. What does she have going against her?		
3. What are the decisions she made earlier in her life that are likely to help her now?		
4. What are the decisions she made earlier in her life that are likely to cause trouble now? Why?		
5. What do you think will happen to her?		
6. How do you think she will be doing in 10 years? Why?		

LONG- AND SHORT-RANGE DECISIONS

Objectives

1. Given case materials, students will be able to identify the short- and long-range decisions of the people described.

2. Students will be able to write a long-range description of their own ideal lives, in the form of a fantasy "testimonial."

Materials

Completed Student Activity Sheet # 5a
Student Activity Sheet # 6
Large version of Student Activity Sheet # 6
Student Activity Sheet # 7 (homework)

Lesson Plan

1. Discuss the results of the homework. Each student should have the case worksheet (SAS # 5a) and the two cases (SAS # 5). Focus on the last question on the worksheet, eliciting from the class which woman is likely to be better off in ten years. Be sure they give evidence for their answers. It is likely that they will say that Rosa has the worst potential future (no career interests, poor job record, violent ex-husband, no apparent interests outside herself) and that Laura is in the best shape (her LPN training and experience, her potential future as a health teacher, her home in New Mexico, her supportive family). Whenever possible, make the link between past decisions and future prospects.

2. At the end of the discussion, tell the class that decisions made early in life that help them in later crises are called long-range decisions. Short-range decisions are ones that bring immediate results but have little direct influence on our futures.

Now pass out SAS # 6: "Long- and Short-Range Decisions" and ask students to list the long- and short-range decisions made by the two women.

3. When they have filled out SAS # 6, have students compare their responses by recording them on a large newsprint version of SAS # 6. Ask them if the woman who made more long-range decisions is in better shape than the one who did not. Why or why not? Are there any long-range decisions that either of the women could have made that would have left her with better prospects than she now has?

Homework

1. Pass out SAS # 7: "Sample Testimonial Account." This is a culminating exercise for the first part of the unit. Be sure that they understand that a testimonial is another way of examining a life. If there is time, read the

LONG- AND SHORT-RANGE DECISIONS

LONG- AND SHORT-RANGE DECISIONS

	Long-Range Decisions	Short-Range Decisions
Rosa		
Laura		

SAMPLE TESTIMONIAL ACCOUNT

August 8, 2028

Jane and Tom Frank

Mr. and Mrs. Thomas R. Frank of Las Vegas were honored yesterday at a 50th wedding anniversary banquet at the parish hall at St. John's. Mr. and Mrs. Frank have been residents of Las Vegas all their lives. Both of them graduated from West Las Vegas High School in 1978 and were married that same year.

The Franks were given a champagne toast by their grandchildren and four of their five children: William L. Frank of Durango, Colorado; John R. Frank of Earth Colony, Mars; Thomas R. Frank, Jr., and Mary Frank Barnes, both of Las Vegas. Their fifth child, Peter Frank, died last year of injuries suffered in an aircycle accident.

Thomas Frank was employed until this year at the Las Vegas Jewelry Factory, where he rose from an apprentice to the position of general manager. He was honored at his retirement in January with a dinner at the Las Vegas Inn and the gift of a gold watch.

Except for one trip to Cape Kennedy, Florida to see their son John off to Mars, the Franks have never left New Mexico. When asked why not, Mrs. Frank smiled and said, "There's always been so much to do at home." Mr. and Mrs. Frank's record of community service bears out the truth of her statement. Mr. Frank has been active in community affairs for many years; at various times he has been a volunteer fireman, town selectman, and a member of the school board. He has long been a member of the Lion's Club, the Las Vegas Grange, and the Oddfellows Lodge.

Mrs. Frank, in addition to being a devoted wife and mother, has also spent much of her time in community service. She has served as a volunteer library aide in the Montoya Elementary School, as a volunteer at the Community Hospital and as chairwoman of the Catholic Daughters. She has been a census taker for fifteen years.

A large crystal and gold punch service and a money tree were presented to Mr. and Mrs. Frank by their children. Mr. Elmer Coriz, mayor, gave a brief address on behalf of the town. The evening ended with selections sung by the women's choir from St. John's Catholic Church.

I'M SALLY

Hi, my name is Sally, and I live in Taos, New Mexico. I'm 17, and I have blond hair and blue eyes. My friends tell me I have a good figure. I don't know about that, though, I think I'm too fat. I have a big quilted jacket I like to wear because it covers me up.

I guess maybe I'm shy. I don't feel comfortable with people I haven't known for a long time. My Mom says she doesn't see where I get off calling myself shy. She thinks I talk on the phone too much when I should be studying or helping around the house.

Maybe I should study harder. I go to Taos High School, and I don't get very good grades. My teachers get mad at me for "wasting my potential." But I don't see much point in school. I don't want to go to college. I want to stay right here in town, near my friends and Jeff, the boy I go steady with. I can get a job right here after graduation. They always need waitresses and maids at the restaurants and motels. Don Lopez's especially always has ads in the Valley News.

Oh, I'm not kidding myself. I know I could do better. Or at least more. But I like my life. I have fun. Jeff and I are really close, and we plan to get married someday. He thinks it's so far out that I'm interested in so many different things -- cooking, and quilting, and dog breeding and showing. My cocker spaniel, Muffy, got her championship last year in Santa Fe. Jeff's Dad paid for the trip.

Jeff's Dad says that if we get married, he'll give us a piece of land in the country. That would be neat. I could raise dogs and babies. When I said that to my mom, she yelled at me and then she cried. She said it would be wasting my mind and my talents. She always wanted to do more with her life, but she got married instead, and Dad didn't want her to work. I guess she thought I would do all the things she couldn't.

But I'm just a homey kind of person. I like my life and I don't want it to change. Change scares me. I'm doing OK as I am.

Now go back to page 7 and try to complete the exercise.

PEOPLE, PLACES, AND SERVICES
(where you can get help)

parents
relatives
teachers
guidance counselor
assistant principal
principal
school nurse
doctor
lawyer -- Legal Aid
sheriff or police
Planned Parenthood
employment service
Manpower
CAP agency
your State legislator
public defender
AAA

American Civil Liberties Union
Women's information service
Scouts
the "Y"
juvenile officer
a hot line
a halfway house
a drug information service
friends
townspersons
county extension agent
neighbors
Social Services Department
State agencies
Federal agencies
yellow pages
clergy
Indian Health Service

Ask your teacher for names and addresses of some of these resources if you can't find them in the phone book.

SCENARIO

Neil and I got married right after we graduated from high school. Till now, we've been really lucky, I guess. Neil's a wonderful husband and we have two gorgeous babies, Chuckie, who's one-and-a-half, and Tammy, four months. We have a nice little house that our parents helped us buy and Neil has a pretty good job with the Bell Telephone Company. Of course, he's been laid off for a couple of months both winters since we've been married. But we've managed to squeeze by on his unemployment checks somehow. That is, until now...

Remember that bad wind and rain storm last April? A lot of utility lines were damaged. Neil was working a lot of overtime to help catch up with bills that we had to let slide during those rough winter months. Anyway, he was up in the bucket of a repair truck, fixing a line, when the tree limb came down and knocked him out of the bucket. He fell forty feet to the pavement. His back and both legs were both broken, and he had a bad concussion. He'll have to be in the hsopital for another couple of months. Our only income is workmen's compensation.

I feel kind of helpless right now. My husband won't be able to work again for a long time and the doctors have already told us he'll never be able to do the same kind of work he used to. And I've never really worked, except two summers. We decided when we got married that I'd stay home and give our kids the best love and education I could. That's what I wanted to do anyhow. Children have always been my main interest. I babysat with almost all the kids in town when I was in high school and worked in the town recreation program for two summers. I couldn't wait to have babies of my own to raise and care for. But things will have to change now. I guess I'll have to get a job. We can't make it with things as they are now, and who knows how long it'll be before Neil gets back on his feet again.

LOOKING FOR JOBS

Pat has decided to get a job but doesn't really know what she can do. Can you help her?

Go through the job listings in the help-wanted ads in any paper you find in your classroom or at home, and pick out jobs you think Pat could apply for. Remember, she has no training past high school and very limited experience. So, don't pick out a job that would require her to have worked before or that would require any kind of special training.

In the space below, write the jobs you think Pat might be able to do and what she must do to apply for the job.

EXAMPLE: JOB	PROCESS FOR APPLYING
Checker at TG & Y Department Store	Apply in person at TG & Y

JOB	PROCESS FOR APPLYING

UPDATE

I've been reading the want ads every day, trying to find a job that's right for me. It sure isn't easy. Most of the jobs listed don't pay very much. I would have to pay for a babysitter for Tammy and Chuck and for someone to stay with Neil out of my salary. There wouldn't be much left if I took a low-paying job. The hours would have to be right for me to be able to spend time with my kids, too. As far as I can see, there's only one job listed that is worth applying for.

The Mesa School District is advertising for an elementary teacher aide. The hours are perfect, the pay is good, and the job is near home. I could even come home to eat lunch with Neil. And I know I'd enjoy the work and being with kids. This position is for a second grade teacher aide, and that age group is fun. I babysat lots of second graders before I was married.

The thing is, I'm scared to go for an interview because I don't have the qualifications the ad specified. The ad said applicants should be certified or have three years of experience, and of course neither condition applies to me. But I have had lots of babysitting experience, and I'm raising two kids of my own. Maybe that will help. I'd really like to get that job.

CREATING JOBS

Objectives

1. Students will be able to identify possible markets for goods and services from a written description of a rural community.

2. Students will be able to identify a wide variety of small-scale enterprises that might tap those markets.

3. Students will be able to identify the skills, resources, and personnel that would be required to start some of those enterprises.

4. Students will be able to write a description of their own community and replicate the process described above to create possible jobs for themselves.

Materials

Update # 2
Student Activity Sheets # 11, # 12
Sample: "Analyzing Mesa" (Teacher's Guide copy)
Large sheet: "Analyzing Mesa"
Student Activity Sheet # 13 (homework)

Lesson Plan

1. Have students read Update # 2.

2. Introduce the lesson. Point out to students that like Pat, many people have difficulty finding suitable jobs, especially in rural areas. Suggest that one way to make a living is to "invent" a job that will serve some part of the local population. These jobs are usually small businesses or service occupations that don't require a lot of money to start. Tell them that today the class will figure out what a person might do to invent a job in a particular community. Tell them that for homework, they will complete this same process for themselves.

3. Pass out SAS # 11 and SAS # 12. Tell them that you will read the "Creating a Living" sheet (SAS # 11) out loud while they fill out the "Mesa's populations" column on the "Analyzing Mesa" sheet (SAS # 12). Define a population simply as "a group of people who might want to buy something Pat could offer" and goods and services as "something Pat might sell or do for that population." Start reading and give them an example (e.g., parents who work the swing shift at the plastics factory might buy box suppers for their families, sitter services, an afterschool program, etc.). Encourage them to think of as many different goods and services as possible. This is the time to let imaginations run free.

4. After you have read the case, give the class a few minutes to finish filling out the sheet. Tell them to list the four jobs they think would be best for Pat. If necessary, define skills (what Pat would have to be able to do), resources (what Pat would need to do it, including money, materials, vehicles, and space), and personnel (whom Pat would need to have work for her).

5. After students have filled out the sheet, have them compare notes on the populations they have defined and the goods and services they have thought of. List the populations on a large sheet "Analyzing Mesa," with the goods and services possibilities across from them.

6. Ask the class the following questions:

- Which of these jobs are likely to earn Pat enough money so that she could support her family?
- Which jobs could supplement a husband's income?
- Which jobs could Pat take if she had to be at home much of the time with little children?
- Which jobs require the least resources? The least personnel? The least advanced training?

Underline each kind of job with a different-colored Magic Marker or crayon. If some jobs fit more than one criterion, underline them with the colors that are appropriate. As the discussion continues, the students should see which jobs are most flexible and which are the most plausible for people in different life circumstances.
Optional: Have the class generate a description of their community that parallels the description of Mesa.

Homework

1. Pass out SAS # 13 and tell the students to fill out those sheets for themselves and for their own community.

Notes to the Teacher

1. The sample "Analyzing Mesa" sheet is provided to help you in getting the students to think of ideas. These are just possibilities--the class may come up with more interesting ideas.

2. You might point out to them which of their options could make the highest profit. Point out that high-profit jobs generally require the highest capital investment and risk. Don't discourage them from doing this kind of thing--they should just know what they are getting into.

3. Optional: (a) Find out about part-time (summer) jobs from the school faculty or others. (b) Find out how to finance a business venture. (c) Get a speaker on turning hobbies into businesses from Southwestern Co-op of Arts and Crafts. (d) Have class research magazine articles on the above topic.

ANALYZING MESA

MESA'S POPULATIONS	GOODS AND SERVICES THEY MIGHT BUY
1.	
2.	
3.	
4.	
5.	
6.	
7.	

FOUR POSSIBLE JOBS FOR PAT:

1.
2.
3.
4.

WHAT PAT WOULD NEED
TO INVENT THESE JOBS:

	Skills	Resources	Personnel
Job # 1			
Job # 2			
Job # 3			
Job # 4			

SAMPLE: ANALYZING MESA

Mesa's Populations	Goods and Services They Might Buy
Parents who work in plastics factory	Sitters, after-school program, day care, box suppers
Old people	Trash collection, laundry service, shopping service, transportation, home and lawn maintenance, gardening, homemaking
Loggers	Bar, day care (for women in office), hot lunch wagon
Commuters	General gardening work, home repair, trash collection, delivery services, nursery for plants
Farmers	Selling poultry, eggs, excess produce for farmers to commuters, summer people
Vacationers	Country inn, restaurant, crafts shops, souvenir shops, gun store (for hunters), fishing equipment store, laundry service
Summer cabins and private homeowners	Security system, caretaker services, box suppers, gourmet food store, catering services, gardening, laundry services, plant store, seed and grain store for gardens and hobby farms

Four Possible Jobs for Pat

1. Catering service
2. Laundry or ironing
3. Plant store
4. Run a babysitting service

WHAT PAT WOULD NEED TO INVENT THESE JOBS

	Skills	Resources	Personnel
Job #1	Planning menus, good cooking skills, elegant serving methods	Car, cookbooks, cooking equipment, money to advertise	No one but herself at first--maybe helpers later
Job #2	Knowledge of fabrics, spot removal, pressing skills, bookkeeping and management skills.	Large-capacity washer and dryer, utilities, storage, press equipment, stain treatment solutions, hot water heater, liability insurance policy	No one now -- maybe helper later
Job #3	"Green thumb," knowledge of what plants homeowners and commuters like, ability to set up an attractive display, bookkeeping and management skills	A good supplier, capital to set up shop, capital to keep going until she makes a profit	Shop assistant or partner would make life easier -- otherwise Pat has to work all day, 6 days a week
Job #4	Being good with kids, getting licensing and money arrangements set up, ability to plan activities	Space, license, kids' toys and books, activity resource books	No one now -- maybe helper later

UPDATE

I went for the interview and did the best I could to present myself as the best person for the job. I talked about how much I enjoy children and the experience I've had in caring for them. The interviewer said he'd get back to me within a week.

I didn't get the job. The principal of the elementary school called me herself. She told me I'd done really well during the interview, that I talked about the right things and expressed myself well. But lots of certified teachers had applied for the job, and I lacked the specific qualifications needed to compete with other applicants.

I was really depressed for a couple of days. There was nothing else worth applying for, and I didn't know what I could do. Finally, I decided I had to pull myself together and somehow find a solution to my problem. After much thought, it occurred to me that if I couldn't get a job that already exists in my area, I should try to invent one. Since Neil has some money coming in, I decided to give myself a few months to see what I could come up with.

One thing I know for sure -- I won't do anything that would mean I never get to be with my children. They need me now while they're small, and I need them too. And Neil really needs me now too; this has been so hard for him. He is just so unhappy not working and having to lie on his back all day every day. Oh, he's getting stronger each day, but the healing is really too slow for him. He wants so much to be back on his feet again. What I'd really like, I think, is to work out of my own home and be near my kids and Neil in case they need me. A job like that sure would be perfect.

CREATING A LIVING IN MESA

Mesa, New Mexico (pop. 1,700)

Villages: Mesa, Valley, West Mesa, and Green Hill

Businesses: New Mexico Logging Company, Mesa Diner, Martinez Garage, Mesa Mercantile Store

Nearby towns: Rockford (8 miles) home of the Rockford Sawmill, Valley Hill (6 miles) home of Mountain View Resorts Village and Mountain View Nursing Home

Major attractions: Mesa River (fishing, kayaking), White River (canoeing, cabins, games and pinon hunting), Mesa Fiesta (October)

Clubs: Mesa Extension Club, Catholic Daughters, Christian Youth League, Fish and Game Club, Mesa Ski Club

Pat has a problem. She has applied for a number of jobs and has not been able to get one. She has lived in Mesa all her life and she really can't move away from Neil and her family. But the job market in Mesa is quite small -- families run Mesa's small farms. All the other women Pat knows work for the school, in restaurants, or in self-service filling stations, but Pat has been unable to get a job in any of those places.

She applied for a bookkeeper's job at the logging company because she had 2 years of high school accounting classes, but there were older and more experienced people waiting in line for that job. And the Mesa Lumber Company wasn't quite ready for a lady lumberjack, even if Pat had thought she was ready to be one.

The few small businesses in Mesa were all family-run and didn't need outside help. The Mountain View Nursing Home only wanted nurses and LPNs. The growing resort the developers called Mountain View provided jobs for men with heavy carpentry experience, but that did not apply to Pat.

Most of the rest of the people that Pat knew in the Mesa Valley didn't work in the area. There were a few people who commuted to Albuquerque 40 miles away. There was a large group of retired people, some with quite a lot of money. There were many weekenders and vacation families who owned second homes in the Mesa-Mountain View area. They came to fish, hunt, and ski (mainly cross-country, since the nearest downhill area was 50 miles away), and to play at being farmers. They made their livings someplace else.

Looking at the jobs available in Mesa depressed the daylights out of Pat. "If I can't find a job in Mesa, I'll try to invent one," Pat said to herself. "I'll give myself a year and see what I can do."

ANALYZING MESA

Mesa's Populations	Goods and Services They Might Buy
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

FOUR POSSIBLE JOBS FOR PAT

1. _____

2. _____

3. _____

4. _____

UPDATE

I know now what jobs I might possibly create that I could do at home. Some possibilities were a furniture refinishing service, a plant nursery, home bakery, craft shop, reupholstering, and babysitting. I talked all these ideas over with Neil. We eliminated a craft shop and the reupholstering because of the large investments needed for equipment and/or home remodeling. I figured I could get a start with a plant nursery by asking friends and relatives for plant slips and extra pots. We have a sun porch that would be ideal for growing plants. But what would I do with them after the first frost in the fall?

Of course, babysitting appealed to me more than any other idea. I really do love kids, and they respond to me very well. Neil suggested that we fix up our basement as a "play center," so I could take care of Chuck and Tammy as well as make some money by caring for other kids.

I talked to the Social Services Department of the local welfare agency to find out the licensing requirements. The lady I talked to was very encouraging; she said there's a real need for licensed babysitters. The only really big thing that had to be done was rewiring the basement for electricity. And the lady said that after I got my license, I should come back to her and she'd list me with the other babysitters at their agency. I have friends who have tried to find babysitters through them and complain that they are always filled up, so I knew I would always have plenty of kids to take care of.

I based my final decision on several factors. I could be with my family, I love children, there is a need for babysitters in the Mesa valley, little money was needed to remodel the basement, and play materials are available and inexpensive. It all added up to a successful business I'd enjoy.

UPDATE

I got through my apprenticeship all right, no thanks to Jack and a couple of the other guys who just couldn't stand the idea of "lady electricians." I guess I was really quite a shock to them. They expected "Pat" to be a man. But the rest of the group was very helpful to me and saw to it that I learned an awful lot. After a few months, when I had proven that I could do the work and wouldn't complain about rough conditions, I was accepted as one of the "guys."

The first thing I did as soon as I felt confident enough was to rewire my kitchen. Now I can plug in more than two appliances at once without blowing a fuse. And I did some odd jobs for friends around Mesa, too. People said it was nice to have a woman come in and do those jobs instead of a grumpy man. Also, there are no local electricians, and people were grateful to be able to get me quickly instead of waiting hours or days.

I really think that I should go into business for myself. I could keep on working in Albuquerque, but I've grown to hate driving so far morning and evening. Besides, I think I could do well right here in Mesa and in the surrounding towns. Of course, what I do will depend on how much it would cost to set me up in a business of my own and how much profit I would have to make each month to keep my head above water. But the people in the Mesa Valley do need an electrician's services, and I would be able to be near Neil and the kids. The more I think about my own business, the better I like the whole idea. Maybe I could get a Small Business Administration loan. It can't hurt to check it out.

5. Now, what will be Pat's total monthly costs?

6. We now know what Pat's expenses will be each month to run her business. Have we left anything out? List any expenses that you think should be included.

7. From talking to other electricians, Pat has found out that they operate on about a 20% profit margin after taking out their own wages. That means that they make as profit one-fifth of the total money they take in after paying wages. They have told Pat that they get $10 to $15 per hour for their work. How much will Pat have to make each month to pay herself at least $10 per hour in wages, working half-time, or 20 hours a week, and still make a 20% profit margin?

Salary = _____ hrs./wk. x $_____/hr. = $_____/wk.

_____ wkly. salary x 4 wks./mo. = $_____ salary/month

Expenses $_____

Salary $_____

$_____ net without profit

. / $_____ = _____ gross income needed
net without profit

8. Pat figures that repairing appliances in homes could account for only about 10 hours a week. Look back at your SAS # 12: "Analyzing Mesa." What other kinds of work do you think she could get?

9. Using the material you have developed, analyze whether Pat should go into business. Are the cost and profit figures realistic? What changes could she make?

YOUR RECORD AND YOUR RIGHTS

Objectives

1. Students will be able to discuss their school policy on student rights with a school official.

2. Students will be able to answer questions about their school policy on student rights.

Materials

Scenario
Employment Application Form (optional)
Key to Application (optional)
Student Activity Sheet # 1
Student Activity Sheet # 2 (homework)
School official to discuss student rights (to be arranged in advance)
2 copies of Buckley Amendment
2 copies of the New Mexico State Department of Education Regulation on Confidentiality of Student Records

Lesson Plan

1. Important! This lesson requires students to discuss the school's policy on student records and rights with a school official. You should arrange for this well in advance. Although it is clear that according to the Buckley Amendment, parents have the legal right to see their children's records, the administration of your school may be concerned about this activity. You should be certain to discuss this activity thoroughly with your principal and guidance office. Be discreet. If they are unaware of the Buckley Amendment or if they are aware of it but do not wish students to be aware of it, try to persuade them of the legal ramifications of not observing the letter and spirit of this law. Enclosed for you to read, and for your use with the administration and with students who may request to see them, are copies of the Buckley Amendment (Protection of the Rights and Privacy of Parents and Students) and a copy of the New Mexico State Department of Education Regulation on Confidentiality of Student Records.

Urge the administration to talk frankly with students about this issue and your school's policy. If the policy of your school is to allow students access to their records only under supervision, perhaps the guidance office will arrange for your students to review their records individually with a counselor present to interpret the contents.

2. Have students read the Scenario that introduces Stephanie.

3. (Optional). At this point in the case, Stephanie would logically fill out a job application form. Since your students have already completed a job application for Pat's case, the option to repeat the exercise is provided here if you feel your students need extra practice. If you choose to have them fill out a second application, duplicate the form provided for Pat and have them fill it out at this time. Inclusion of this optional activity will add approximately one-half day to the entire Stephanie case.

4. Hand out copies of SAS # 1. Have students read the activity sheet.

5. Explain to students that for homework they will be asked to answer questions about their school's policy on their records and their rights. Encourage them to take notes on what they learn in talking with the administration.

You may want to hand out copies of the homework activity (SAS # 2) so they know in advance the questions they will be considering for their homework assignment.

Homework

1. Hand out copies of SAS # 2 which students are to read and complete. If your school has a written statement of its policy on student records, such as the New Mexico State Department of Education Regulation on Confidentiality of Student Records provided in this Teacher's Guide, it would be ideal for students to have copies for use in completing this assignment.

SCENARIO

I've lived in Roswell, New Mexico all my life. We have really good schools and good teachers there, and I graduated from high school with top grades. I thought about going to college quite a lot during my high school years, but my folks have eight kids and there was no way they could pay to send me to college. I did want to get some kind of training, though.

My major interest was always law enforcement. I guess I've read and reread every book on the subject in both the town and school libraries. And I won first prize in the state science fair in my junior year for my project on fingerprinting. My folks and the teachers and guidance counselor at school all thought I'd be a good police officer. My guidance counselor was really enthusiastic about the sex thing, too - about women entering traditionally male professions, I mean. So in my senior year, I applied to the law enforcement academy in Santa Fe for police training and was accepted. I got my schooling and most of my expenses paid for so, after high school graduation, I went off to Santa Fe for two years.

There were 37 people in my class at the academy and only three of us were women. We were quite a novelty, especially after calisthenics when everyone was supposed to shower in the locker room. And one of the instructors was a crusty old sergeant who made a point of referring to us as "ladies" in a sarcastic bellow. It's a good thing I have five brothers, too, because I'd heard enough dirty jokes from them so that the locker room talk couldn't bother me. The other two women couldn't take the hassles, though, and both of them quit before the end of the first year.

I knew it wasn't going to be easy to gain recognition in police work, even though I did the best job I could. But I was determined to graduate and find a good job, preferably doing investigative work. Someday, I'd like to be a chief of detectives. So I stuck it out and graduated in June, 7th in my class. Now I have to find just the right job. I don't care if it takes all summer.

YOUR RECORD AND YOUR RIGHTS

One of your most important job-finding resources, or hindrances, is the collection of records that your school maintains, from grades on your transcript to personal notes from guidance counselors and teachers. The same will be true of records that your future employers will maintain. In looking for a job, Stephanie may want to request that her school records be sent to potential employers. It may be in her best interest to know the contents of those records.

According to a recent Federal law, known as the Buckley Amendment, your parents and you (if you are 18 or older) have the right to see whatever is in your school records. Along with this is the right to challenge the content of those records if you feel they are inaccurate, misleading, or otherwise in violation of your privacy and rights. This same law also prevents schools from sending some of the contents of the records to others (schools, employers) without permission of the parents.*

How does your school handle student records and rights? Some schools have developed policies that give students the same right of review and challenge as their parents have. Some schools periodically go through the files to throw out contents that a counselor or administrator feels may violate a student's rights. Some schools ask parents and students to sign letters of release, allowing the school to send student records to others without getting special permission each time.

To find out how your school handles student records and rights, your teacher has arranged for you to talk with an administrator or guidance counselor about this. You may wish to ask about your rights in terms of seeing your records, challenging them, and having them sent to others.

Your teacher has a copy of a policy used by many schools throughout New Mexico. You may wish to read this before or after interviewing the school official. Then, you may wish to compare the policy of your school with this policy.

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*If you would like to read the original law, ask your teacher for a copy.

NEW MEXICO STATE DEPARTMENT OF EDUCATION
Regulation No. 72-6
CONFIDENTIALITY OF STUDENT RECORDS*

The schools must make every effort to keep student records confidential and out of the hands of those who might use these for other than legitimate purposes. Information of a highly confidential and personal nature about students that counselors, teachers, and other school personnel acquire must be respected as confidential.

A. Disclosure to the Student Himself

1. A student has the right to inspect his academic record and is entitled to an explanation of any information recorded on it. This information is that specifically stated in Standard III, paragraph B, State Minimum Standards. (1972)

B. Disclosure to Faculty and Administrative Officers of the Institution

1. Faculty and administrative officers of the school who have a legitimate interest in the material and demonstrate a need to know should be permitted to look over the required records of any student.

2. The contents of the official folder of a student should not be sent outside the Office of the Registrar or other records office except in circumstances specifically authorized by the principal or the custodian of the other records. A permanent record card should never leave the Office of the Principal or other official since copies can readily be prepared.

C. Disclosure to Parents, Educational Institutions, and Agencies

1. Transcripts or grade reports may be released to parents or guardians without prior approval from the student if enrolled in any school in New Mexico.

2. A request for a transcript or other academic information from another institution of learning indicating the reason therefore may be honored as a matter of inter-institutional courtesy. There is no need to secure prior approval from the student.

3. Requests from research organizations making statistical studies may be honored without prior approval of the student provided no information revealing the student's name is supplied.

*From Minimal Educational Standards for New Mexico Schools, New Mexico State Department of Education, adopted 1974, revised March 1976, pp. 52-54.

D. Disclosure to Government Agencies

1. Properly identified representatives from federal, state, or local government agencies may be given the following information if expressly requested:

   a. verification of date and place of birth;
   b. school or division of enrollment and class;
   c. dates of enrollment;
   d. home and local addresses and telephone numbers;
   e. name and address of parent or guardian.

2. Concerning release of further information, it should be noted that government investigative agencies as such have no inherent legal right to access to student files and records. When additional information is requested, it should be released only on written authorization from the student. If such authorization is not given, the information should be released only on court order or subpoena. If a subpoena is served, the student whose record is being subpoenaed should be notified and that subpoena should be referred to the school's legal counsel.

E. Disclosure to Other Individuals and Organizations

Information furnished to other individuals and organizations should be limited to the items listed below under "Telephone Inquiries" unless the request is accompanied by an information or transcript release signed by the student.

F. Disclosure in Response to Telephone Inquiries

1. Extreme caution must be used when any information is released in response to telephone inquiries and should be limited to:

   a. whether or not the student is currently enrolled;
   b. the school or division in which he is or was enrolled and his class;
   c. dates of enrollment.

2. Release of addresses or telephone numbers should be consistent with school policy governing distribution of student directories.

3. Urgent requests for student information, e.g., address, telephone number, or immediate whereabouts, based upon an apparent emergency, should be handled by the principal, including reference to other appropriate officer or individual.

Approved by the New Mexico State Board of Education
February 10, 1972

UPDATE

The only leads I got when I started job hunting were for traffic control work in Santa Fe and surrounding towns. I held out for a couple of months, because I thought being a meter maid would be wasting most of my training. Besides, writing parking tickets sounded pretty dull. Finally, though, I had to give in and take traffic control work here in Espanola. My folks were always after me for money because I was living at home and they thought I should pay more than I was. I could see their point, but until I found a job, I couldn't pay any more.

Traffic control work was boring after a month or so. All I did day after day was walk along the streets checking parking meters and writing tickets. Once in a while I was given crossing duty in front of a school, or allowed to direct traffic if a traffic light was broken.

Being tied down to this routine was bad enough, but the treatment I got at the police station was worse. Like I said before, dirty jokes don't bother me, but personal insults and rudeness do. No one ever used my name if they could help it. If anyone wanted to talk to me they would call out, "Hey you!" or "Hey, Meter Maid!" and then snicker. There were loud mutterings about women trying to be men, and comments about my figure. I had to use a filthy bathroom, and my locker was in the hall. I had to buy my own combination lock for it after some practical joker put a dead rat in it one night with a note reading, "Who killed Biggy Rat? Let the Lady Detective find the answer and apprehend the vile killer!"

I kept my temper. I didn't yell or make speeches or cry. I just kept smiling and tried to ignore the nonsense. I did speak to the chief of police about the conditions around the station, but he wouldn't do anything about the problems I pointed out to him. I didn't want to press him too far because I had an even bigger issue to bring up with him soon: a promotion.

UPDATE

I was becoming more and more frustrated with my job. All the training I received at the police academy was being wasted while I was stuck doing traffic control work. And I could see all the men I worked with being promoted to more interesting work after a month. That's the way it went, month after month. Every 30 days there were new faces in my department. I was the only permanent rookie on the force.

It made me mad. I'm just as well qualified to do patrol work or to be a detective as any man. In fact, I think I'm better qualified than some of the officers on this force. Certainly, I know more about modern police procedures than some of them do. And it was obvious that the only reason I wasn't promoted to patrol work was because I'm a woman.

I went to the chief and asked for a promotion to a patrol car. He refused to consider my request. His attitude was soothing and reasonable and utterly ridiculous. He treated me like a backward child. I had rehearsed my argument at home, and my parents said that I spoke up well for myself. I know I gave good reasons why I should be promoted. The chief said I should come back in another six months, when I've had more experience.

How can I get experience when he won't give me a chance to do anything but write parking tickets? I was so proud of being a police officer when I graduated from the academy. Now I feel angry and trapped in a dead-end job.

UPDATE

I saw a notice in the local paper that the department was going to hire a specialist on women's problems. It sounded like a super job from the description. Such issues as family problems, rape, and female juvenile delinquency in our area were discussed in the article. I thought over my qualifications. I've lived in this area all my life, and I know the people. I've attended workshops on family counseling and a WISE rape workshop. Most important, I'm a woman. So I decided to apply for the job.

I was granted an interview and asked to submit a resumé. I updated mine to include the workshops I had attended and sent it in. I had my hair done the day of the interview and arrived 45 minutes early. There was another woman ahead of me. She was much older, probably in her late thirties, and I saw a wedding ring on her finger. She seemed very confident, and was chatting with the receptionist like an old friend. My self-confidence took a nose dive.

When my name was called, I went to an adjoining room for my interview. I was very surprised to see seven men and a woman waiting for me, instead of the one or two people I was expecting. I got really scared for awhile, but I felt better when everyone was friendly and pleasant. The woman seemed especially anxious to put me at ease.

But then one of the men started asking very personal questions, such as was I married, did I have a boyfriend, did I use birth control, what were my plans for a family? I think I kept pretty cool; I said that I had no plans for marriage or a family in the foreseeable future, and that my career was the most important thing in my life.

I was told at the end of the interview that a final decision on the applicants would be made within two days. I heard nothing about the job for over two weeks. Finally, I called the chief of police who told me that the job had gone to a man who would graduate from the police academy in another month. That was all he would say. I made some quiet inquiries, and discovered that the man who was hired was married and already had a brother, a cousin, and several friends on this and a neighboring police force. His experience and qualifications in the field of women's problems were zero. As far as I could make out, the only reason he got the job was because he needed a job when he graduated and because his friends spoke up for him.

I was simply furious. Obviously, I had never had a chance at the job. The interview I had had was just to make the department look good -- so no one could say they were discriminating.

Well, I think I have been discriminated against! I haven't gotten ahead in my job at all, while every man who has come on the force in the last year has been promoted right away. I've been hassled at the station with dirty jokes and had to clean the women's bathroom before I dared to use it, and things like that. Those guys would never behave like that in front of their wives. And now a man with no qualifications and no police experience was chosen over me for the job in women's problems.

I wonder if I'll ever get ahead, or if I'll be writing parking tickets forever. I wonder if I can cope with the same dull routine day after day. Maybe I should make an issue out of this discrimination thing and yell my head off to the Santa Fe New Mexican, the Albuquerque Journal, and other newspapers. I could start a lawsuit or go to the police review board with my complaints. Or, I could just quit police work entirely and find another job where I could get ahead.

NEW MEXICO WELFARE: TRUE OR FALSE

1. Only mothers are eligible for Aid to Needy Families with Dependent Children (ANFDC) payments on behalf of their children. T_____ F_____
2. Food stamps are controlled by the Department of Social Welfare. T_____ F_____
3. If you are receiving any kind of welfare assistance, you must report any change of income (raise, loss of job, etc.) to the Department of Social Welfare. T_____ F_____
4. Once you are receiving welfare payments, you need not work again until your children are 18 years of age. T_____ F_____
5. If you are receiving ANFDC payments, you must report the name of an absent parent to the Department of Social Welfare so that child support payments can be collected for you. T_____ F_____
6. You don't need to report any change in the number of people living in your home. T_____ F_____
7. Food stamps will buy anything you want, including cigarettes, beer, pet food, and soap. T_____ F_____
8. You must be 65 years old to qualify for medical assistance (Medicaid). T_____ F_____
9. You can receive ANFDC payments and hold a job at the same time. T_____ F_____
10. The Department of Social Welfare will pay part of your child care expenses while you work if you use a licensed day-care center or licensed babysitter. T_____ F_____
11. The New Mexico ANFDC program provides assistance to both one-parent families and families where both able-bodied parents are in the home. T_____ F_____
12. You can buy nonprescription medicines such as aspirin with your Medicaid card. T_____ F_____
13. You must undergo a welfare review process every six months. T_____ F_____
14. You are not allowed to own a car if you receive welfare assistance. T_____ F_____

NEW MEXICO WELFARE QUIZ: ANSWER SHEET

1. False. Although Aid to Needy Families with Dependent Children (ANFDC) is sometimes referred to as "mother's aid," fathers can also be eligible for ANFDC payments on behalf of their children.

2. False. The Food Stamp Program is controlled by the U.S. Department of Agriculture.

3. True. This applies to any change in income of any member of the family.

4. False. When your youngest child enters school, you are expected to find a job on your own or seek the assistance of an employment agency or service who will help you find one.

5. True. This is a new Federal program and you must comply if you need ANFDC payments. Information you give is kept confidential.

6. False. If someone leaves your home, or if someone comes to live with you, you must report it to the Welfare Department because it might affect the amount of money you receive.

7. False. You can only buy food items or plants and seeds to grow food with your food stamps.

8. False. Low-income persons may be eligible for Medicaid if they are under 21 or over 65, or between those ages if they are disabled or have young children in their care.

9. True. If you cannot earn enough money at your job to support your family, you may still be eligible to receive ANFDC payments.

10. True. If you do not earn enough to pay for child care, you may be eligible for this service.

11. False. The New Mexico ANFDC program does not provide assistance to families where both able-bodied parents are living in the home.

12. False Medicaid covers hospital care, doctors' bills, dental and eye care (for children only), home health care, nursing home care, and prescription medicines.

13. True. You must show proof of all your expenses and financial resources to the Welfare Department every six months.

14. False. If you own a car, you cannot be forced to sell it to receive welfare payments.

UPDATE

I could marry Charley. We've been dating for several months and I know that he wants to marry me. He makes a good living -- he drives a truck for Navajo Truck Lines -- and he worships Sandy. Charley's 33, quite a bit older than me, but I don't think that matters. I don't feel the age difference when we're together. He's gentle and kind, and we have a lot of fun together.

Of course, I know he's not perfect. Sometimes he drinks too much, and he's a little too possessive of me. We're not even engaged yet, but Charley acts like he owns me. I've asked him not to be that way, but I really don't think he can help it. I think some woman hurt him very badly one time, and it makes him feel that all women might do that. I'm not complaining because I know that when you marry somebody you have to accept him with all his faults as well as his good points. And I really do like Charley.

I feel scared about marriage, though. I keep thinking about how badly Jack and I failed. It was because both of us were immature, and I hope I've learned from that experience and grown up a lot since then. But I'm afraid to take the chance of failing again. I think I still have some maturing to do. If I say no to Charley, I might lose him. I don't know if he'll understand and wait for me to be ready to get married again.

UPDATE

So far I have talked about staying on welfare for a while longer and about the possibility of marrying Charley. I think I have pretty much ruled out staying on welfare. I know I could get some kind of a job and still receive aid, but I really want to be self-supporting. Because I have no job related skills, I would probably only get minimum wage. So, most of what I could earn would have to go for a babysitter for Sandy.

I'm still thinking about marriage. It would be an easy way out of this mess, but would that be fair to Charley or me? I'm not sure I want to get married again this soon, and if I did marry him, I'd want it to be for the right reasons. Marrying someone just to have a steady income doesn't seem right to me.

There is another alternative to consider. I could go home and stay with Mom and Dad. I would have a built-in babysitter for Sandy; Mom would love to take care of her. I would have little or no rent to pay while I was job hunting. The steak house where I worked while I was in high school isn't far from Mom's and I think I could get work there. The tips are pretty good. If I got a job there and lived at home, I could save some money.

Those are the good points about going home. On the other hand, Mom and I have never agreed about anything. I love her and all that, but she has such old-fashioned ideas about smoking and clothes and men. And she's awfully bossy, always sure her opinion is the right one. Every time Mom comes to my apartment, she finds something to criticize. I smoke too much, or Sandy's jacket isn't warm enough, or how often does Charley come over? She says Charley is too old for me. The last time she came over, I had to slap Sandy's hand for some mischief, and Mom reacted as if I were beating Sandy. "She's just a baby!" Well, maybe she is, but she has to learn right from wrong sometime, and I want to start before it's too late. If I went home, I'm afraid discipline is only one of the things we would argue about.

It's funny how other people so often influence our decisions. One of the reasons I got married so young was that Mom was against it, and my best friend in high school was getting married and said I should too. And my social worker is the person who influenced me to start thinking about all my alternatives. Charley influences me emotionally, and Sandy's influence on me is her dependency. I guess no one ever makes a decision without thinking about how that decision will affect other people, either how they will feel, what they will say, or what they need. But the most important person in the whole group is me, the one who really has to decide.

UPDATE

I've been considering vocational training, too. My social worker told me I could probably get a Basic Educational Opportunity Grant to pay for training in something I'd like to do. She said to consider my interests first, and then once I have them narrowed down, find out which vocational schools offer training in those areas. She said I should also find out about the job market for any skills I want to have, so I'll know if it is worth learning them.

Well, I've always liked fooling around with people's hair. I've been fixing my friends' hair since I was a kid. Beauty is a big business these days. I know I could do well at that. There are at least two good beautician schools in Albuquerque, Albuquerque Beauty School and Hollywood School of Hair Design. I've already sent for brochures from both places. I bet I could get in, and if I did well, I would have a job that I could always fall back on.

Of course, if I went to school that far away, I'd have to get an apartment and somebody to care for Sandy. I don't want to leave her with Mom. Sandy is my responsibility. I don't know anyone in Albuquerque, but I am sure there must be babysitting referral services. I could ask my social worker and she could find out. Another thing would be not seeing Charley so often. I'd really miss him a lot. But we could visit on weekends, and maybe it would be a good test of our feelings for each other. It's something to think about anyway.

VOCATIONAL TRAINING OPPORTUNITIES

Objectives

1. Students will listen to a tape on vocational training opportunities in their State.

2. Students will be able to fill out an activity sheet on the type of training they might be interested in pursuing.

3. Students will be able to describe what they would do to get that training.

Materials

Tape and transcripts: "Vocational Training Opportunities"
Vocational Training Worksheet
Optional: guest speaker

Lesson Plan

1. Play the tape "Vocational Training Opportunities" to the students. Have them read along on their transcripts. The tape runs from 15 to 20 minutes.

2. When the tape is finished, students should spend the rest of the class period working on the Vocational Training Worksheet. You may wish to be available if students have questions, but encourage them to use their transcripts as a resource. If possible, encourage students to make use of information provided in the guidance office. This should be checked out beforehand. You may want to have the guidance counselor come to the class to hear the tape and then to reinforce the range of opportunities available to students interested in vocational training.

Notes to the Teacher

1. The vocational tape, transcripts, and worksheets can be used either in Terri, lesson # 4, or Evelyn, lesson # 5, depending on which case is worked on first. Student copies of both the transcript and the worksheet are included in the materials for Evelyn, lesson # 5.

2. If your students have already worked on Terri's case, one of the optional activities suggested below should be planned.

Optional Activities:
a. Presentation by vocational director, vocational students, or both
b. Visits to vocational schools
c. Class discussion with guidance counselor about vocational training
d. Show New Mexico State Department of Education film on vocational training opportunities

NEW MEXICO VOCATIONAL TRAINING OPPORTUNITIES

New Mexico has many vocational training opportunities for those of you who are interested in learning a skill or trade. In the next few minutes, we will discuss what is available, where to find it, and how to track down more information about your particular interest. Once you have a pretty good idea about what it is that you want to do for a living, the most important step is knowing how to go about getting the best training you can.

New Mexico has its own special characteristics which you should consider when choosing a vocation. Farming and ranching, two of the traditional mainstays of New Mexico's economy, have been declining over the years due to the cost of growing crops, raising animals, shipping and for access to water. The tourist and movie industries depend much on the weather, transportation costs and external economies so that the need for service people in these fields changes constantly. New jobs have come primarily in the mining and technological industries, especially with the rise in concerns about new, clean energy.

Experts are divided on the question of New Mexico's economic future, but it is fairly certain that the changes in New Mexico's job outlook will affect your future. It is always wise to check to see if there is a need for an occupation in your area before you begin training, unless you are willing to leave your area in search of a particular job. The state of New Mexico keeps up-to-date statistics about the labor market in your area. To find out what the future looks like in your chosen field, you can contact the nearest New Mexico Employment Security Commission office and ask them for information. More about the New Mexico Employment Security Commission will be mentioned again later, because it is an excellent way to find out about jobs in your area.

Suppose that you are not sure of what you want to do for a living. You may wish to take a vocational interest or an aptitude test which will help to pinpoint your interests, skills, and abilities. Some high schools offer vocational tests during the course of the school year; other schools only offer the tests to students who express an interest. Check with your guidance office about vocational tests offered through your high school. If your school does not have a testing service, you should contact the nearest New Mexico Employment Security Commission. They offer the General Aptitude Test Battery (or GATB), an ability test, the SATB (an ability test for specific interests), a vocational interest inventory test and the Basic Occupational Literacy Test. These tests help to translate your interests and abilities into occupational choices. It does not cost money to take any of these tests, and they may prove helpful to you as you try to make some decisions about vocational training.

In New Mexico, some towns have established vocational training centers. In Albuquerque, El Rito, Espanola, Las Vegas, Clovis, Socorro, Las Cruces, Roswell and Hobbs there are vocational centers which specialize in training you for specific jobs. You can receive training in subject areas such as auto, diesel and airplane mechanics; electrical trades; carpentry; construction; data processing and office education; masonry; retail sales; horticulture; welding; water utility operation; nursing; agricultural trades; law enforcement; meat cutting; watch repair and jewelry manufacturing; mid-management; cosmotology; dental assistance skills; radiology; lithography and others. Although many of these occupations have traditionally been associated with one sex or the other, vocational schools are now expanding their programs to include both men and

women, in all fields. So, no one should exclude this possibility without investigation. If you are interested, you should see your guidance counselor for more information.

Another method of learning a skill or trade is through an apprenticeship. This means that you work at a job while learning the skills necessary to be a competent worker. Occupations which commonly train new workers through apprenticeships are such areas as carpentry, electricity, and plumbing, and pipe fitting. Similar to this type of program is on-the-job training (or OJT) which many agencies and businesses prefer. On-the-job training allows you a specified time period in which to learn a set of skills before you become a regular employee with full job responsibilities. Government and private agencies often assist with the costs of on-the-job training programs, such as CETA and WIN.

In 1973, the U.S. Congress passed the Comprehensive Employment and Training Act, commonly known as CETA, to meet the training needs of local communities. In New Mexico, the Employment Security Commission provides CETA services. The New Mexico Employment Security Commission has offices all over the state. Primarily set up to provide training for disadvantaged people, the Employment Security Commission administers federal funds to help secure jobs and training for New Mexicans who are economically disadvantaged and unemployed. In addition, they also provide summer jobs and training programs particularly for young people under 21. You may qualify for one of these federal training programs. To find out, you should contact the nearest New Mexico Employment Security Commission office and ask about CETA services in your area.

The New Mexico Employment Security Commission offices, which we mentioned as a resource for occupational testing, is an agency you should be familiar with. New Mexico Employment Security Commission offices are located all around the state and are listed in the phone book. They offer a variety of services. First, they have a computerized job bank which shows at a glance what jobs are available, not only in your area, but all over the state. Secondly, they can tell you what the prospects are for jobs in your chosen field. Third, the job services run on-the-job training programs with area businesses, and can tell you if you qualify to enter such a program. Lastly, the Employment Service Commission can refer you to other state agencies which can help you in your job or training search.

If you are physically handicapped or have employment barriers such as a learning disability, the Department of Vocational Rehabilitation may be able to help you get training. The Employment Security Commission can tell you about this resource as well.

Some of you may have thought about college after you finish high school. Most people don't realize that in New Mexico alone, there are 13 colleges and universities. There is one college specifically set up to provide technical training - New Mexico Institute of Mining and Technology in Socorro, New Mexico. The institute is part of the New Mexico state college system, which also includes the University of New Mexico, New Mexico State University, New Mexico Highlands University, Eastern New Mexico University, New Mexico Junior College, and Western New Mexico University. Some of these colleges and universities offer specific vocational programs in areas like law enforcement, pre-law, pre-medicine, agriculture, office education, and business.

The type of job you are interested in being trained for should be your guide to finding the right training program. It is wise to be aware of schools outside of New Mexico which may offer the type of program you want. For example, if you live in southern New Mexico, you may want to look into the University of Texas, which has a branch in El Paso, near the New Mexico border. Other states have vocational programs as well that are worth looking into and considering.

If you have thought about continuing your education past high school, you have probably wondered about how you are going to pay for it. New Mexico has various scholarship and loan programs that can be helpful. Many New Mexico high schools take part in a program called Talent Search, which is funded by the U.S. Office of Education and is hosted by some New Mexico high schools. Talent Search seeks to encourage and assist young people to continue their education beyond high school. If your school participates, a counselor from Talent Search will help you figure out your educational plans and how to pay the costs. Ask your guidance counselor about Talent Search.

You may have heard of a scholarship program called Basic Educational Opportunity Grants. This is a federal scholarship program based on financial need, aimed to help students pay for further education. Financial need is determined by a confidential statement submitted by your parents stating their income. It considers the family's income in light of projected educational costs. Your guidance counselor has application forms. You can also get an application form from the school you plan to attend. With the help of the Basic Educational Opportunity Grant, you can receive up to $1400 a year for educational costs. Another federal scholarship program, called Supplemental Educational Opportunity Grants allows up to $1500 a year for educational costs. Again, qualification for assistance is determined by financial need.

Most colleges and vocational schools have financial aid offices specifically set up to help you find ways to pay for your education. Many schools have a work study program, which allows you to work part-time while in school to earn money to help pay for your education. Also most schools participate in federal loan programs. The two most well-known of these are National Direct Student Loans and the National Student Defense Loans. You must be a citizen and be accepted to school as at least a half-time student to qualify. You may borrow up to $1500 per academic year under this program. Applications are available at all participating New Mexico lending institutions - banks, or credit unions, or at college financial aid offices.

Again, your guidance counselor will be able to tell you more about these loan programs. The rule is NEVER assume that you are not eligible for financial assistance! Regardless of your parents' income, with the high cost of education today, you may be eligible for scholarships and loans. Check out <u>all</u> possibilities.

Now, let's briefly review some of the information that has been presented... types of training, where to find it, and how to pay for it. The most important thing to remember is that there are opportunities in New Mexico for vocational training and you should know how to go about finding them. Use the following resources and people; it's their job to help you.

1) <u>Your guidance counselor</u>. He or she has extensive collections of career information. If they don't have an answer to your question, they will

usually know where you can get an answer. They also have catalogs from many schools for you to look through.

2) School and public libraries are another source of information on careers and jobs. The librarian will help you find what you are looking for.

3) Business establishments. Local merchants have a wealth of information on jobs and good sound career advice. Many are more than willing to sit down and discuss your future with you.

4) Trade unions, employers association, and professional societies often have local branches. Staff members are happy to provide career information for the occupations or industries in which they are involved.

5) New Mexico Employment Security Commission. The Commission offers vocational testing, information about available jobs, labor market data, information about CETA services, and the Department of Vocational Rehabilitation. It also offers employment counseling, and referral to other training opportunities.

6) The Occupational Outlook Handbook. Every year, the U.S. Department of Labor compiles a comprehensive list of occupations with predictions of future demand. Every conceivable occupation is listed in the handbook. Along with a description of the nature of the occupation, there is information regarding training and qualifications, earnings, and working conditions. It is one of the best single resources for anyone interested in job information. Your guidance office or school library should have a copy of this handbook.

7) New Mexico Commission on the Status of Women. This commission was created a few years ago to look at the realities women face in New Mexico. One area they have given a lot of attention to is how women are doing in the job market and what changes need to be made. Periodically, the commission holds workshops for women to inform them of training opportunities and job prospects. It is possible that some of your teachers may be involved in those programs. You can find out about these programs by contacting local service agencies or by writing to the New Mexico Commission on the Status of Women in Albuquerque.

8) Yourself. Use your own common sense. No one expects you to have hard and fast career goals set in the next few months. As time goes by, your values may change and your career plans will probably change as well. Be sensitive to your likes and dislikes, and follow through to get the information and help you need to make career choices.

You have just heard about a variety of opportunities and programs available to you. It will be up to you to decide which road to take. Don't be pushed or hurried into making career choices, but, remember, if you don't decide, someone else will decide for you and you may be forced to work at a job you neither like nor are qualified for.

The best time to make career decisions, even if only tentative ones, is when you are still in high school. While in school, you have the time to consider your alternatives, and make some decisions about the kind of job you would like to have so that you can begin to work toward that goal.

UPDATE

Hard as it was for me to face, my marriage to Bill was really over before Jeannie could walk. I hung on as long as I could, but I was so miserable and Bill was so angry at me that it just couldn't be made to work. Chris failed third grade, after two good years in school, and the principal asked me if there was trouble at home. Timmy started to wet the bed all of a sudden. I began to realize that my fights with Bill were having a terrible effect on the kids. Then one night, during a terrible fight, Bill hit me and gave me a black eye, right in front of the children. The next day, I went to the minister of the church I went to when I was in high school and asked him what to do. He sent me to a counselor. Bill wouldn't go to the counselor, but I went. Counseling helped me to understand better what was happening to me and the kids, and I finally got up enough courage to leave.

Now I am living alone with the kids in a little trailer outside of town. It's not much of a home -- the three kids have to share one bedroom, and I sleep on the living room couch -- but there is room enough in back for a small garden, and there are woods for the kids to play in. I'm on welfare, which I hate, but I've got to have the money for the time being. After the divorce, Bill headed East, and nobody seems to know where he is, so they can't make him pay child support. We're getting along OK on welfare, but it's no picnic.

Next year, when Jeannie starts first grade, I really want to find a job so I can support my family. I can't go back to the hospital -- they only have work on the night shift now, and I can't be away from my kids the whole time they are out of school. I wish I knew how to find the kind of job I need -- a job that would teach me some skills and still pay enough to keep us together.

BUDGET WORKSHEET GUIDE

The basic Aid to Needy Families with Dependent Children (ANFDC) grant for a family of four like Terri's is $399.00 per month.* There is also a shelter allowance, i.e., for rent and utility costs, which in Terri's case is $116.00 per month. Terri's welfare caseworker added the two figures:

$$\begin{array}{rr} & \$399.00 \\ + & 116.00 \\ \hline & \$515.00 \end{array}$$

The $515.00 is called the budget, and is the approximate amount of money Terri needs every month to support herself and her children. But the State legislature only appropriated enough State funds to allow the Department of Welfare to give its clients 75.6% of the money they need.

$$\begin{array}{rr} & \$515.00 \\ \times & .756 \\ \hline & \$389.00 \end{array}$$

Terri will receive $389.00 in two monthly payments: 60% of the total monthly allowance, or $233.00, on the 1st of the month, and 40%, or $156.00, on the 16th of the month.

Suppose Terri pays $125.00 a month for rent on her one-bedroom trailer. The Welfare Department figures that she will have to pay, in addition, about $169.00 for fuel oil, bottled gas, and electricity. They also figure her telephone will cost about $7.00 per month if she makes no long-distance calls. These figures are called the allowance within the budget, and when totaled, are Terri's shelter costs for the month.

$$\begin{array}{rr} & \$125.00 \\ & 169.00 \\ + & 7.00 \\ \hline & \$301.00 \end{array}$$

Terri's shelter costs of $301.00 are greatly above her ANFDC shelter allowance of $116.00 per month. Since her shelter costs are so high, Terri's caseworker considered her a "shelter hardship" case, and deducted the difference between her costs and her allowance, or $185.00, from her gross income:

$$\begin{array}{rr} & \$389.00 \\ - & 185.00 \\ \hline & \$204.00 \end{array}$$

*The amount of ANFDC assistance and/or food stamp allotment a person receives is based on family size and individual circumstances. Periodically, both the ANFDC and the food stamp eligibility standards are reviewed and revised. All the figures provided are subject to change.

UPDATE

My job search finally ended in the New Mexico Employment Service CETA office. CETA (the Comprehensive Employment and Training Act) is a federally funded organization that helps people find training jobs and pays them while they learn. They started me in a job as a receptionist in a community services agency. The people I worked with taught me how to use those telephones with several buttons, and how to schedule appointments and do simple bookkeeping. I also learned how to use office machines such as a Xerox machine, a calculator, and a dictaphone. The training organization paid for a typing course for me too, and I learned to type 50 words per minute. My typing teacher was careful to show me the correct form for letters and memos and other kinds of business mail.

After my training period ended, they promoted me to a full-time secretarial position. I guess my bosses are happy with my work, because I've already had two raises.

I like my work, and I really like the sense I have now that I can manage on my own. But, until three months ago, I was pretty lonely. You don't have much fun when you have three kids and no money for sitters or anything. But then, last Christmas, I met Jim. He came to fix the furnace in the trailer on Christmas eve when we lost all our heat and it was 15 below. He was so nice and funny that he turned a really awful experience into something we could laugh about. Somehow, he wound up staying for supper and we've been going out ever since. About a month ago, Jeannie proposed to him -- with the other two cheering her on. And last week, he made it serious -- he asked me if I would marry him this summer.

I don't have any doubts about Jim. I really care about him. But we've both been married before, and neither of us wants to make the same mistakes twice. Before I marry Jim, we have to talk about our future lives and figure out how we can get the things we want. Jim's ambitious. He wants to start a business selling and installing wood stoves and wood/oil furnaces. But I want a career, too. I've been planning to go back to school -- to study to be a registered nurse. I think I can do the schoolwork now that I've got my life together. And the kids have needs, too, which we have to consider. We'll have to have a family conference and figure out if we can manage to make everyone reasonably happy.

MELISSA

Once upon a time in southern Colorado there lived a woman named Melissa. Melissa married a man several years older than herself a year after she graduated from high school. During that year she had worked as a teletypist for Cumbres Toltec Historic Railroad in northern New Mexico and southern Colorado. Melissa met her husband, a health insurance salesman for Blue Cross/ Blue Shield insurance company, married him six months later, and moved to Cortez, Colorado to be near his job.

Henry, Melissa's new husband, didn't want her to work. He felt that it was his place to earn a living and that Melissa's role was to create and maintain their home. So, in the months before their first child was born, Melissa spent many happy hours decorating and furnishing their home.

After the baby came, she was even busier and happier. There was so much to do for the baby that she never felt bored, even when Henry was away on selling trips to the other Southwestern states.

In the next four years, Melissa gave birth to two more children. Henry was doing very well at his job, receiving yearly raises as well as two promotions. He bought a house for Melissa and the children, and, as in the first year of their marriage, Melissa happily painted, papered, and arranged furniture. She kept the new home spotless and became an excellent cook. She took on most of the responsibility for raising the children. When the oldest child, Kenny, started the first grade, Melissa began attending PTA meetings.

Henry was very proud of Melissa. He bragged to his friends about what a great little homemaker she was, and that he had the prettiest little woman in the State for a wife. Melissa did take pains to always look nice for Henry when he was at home. She was glad that he was happy with her and that he enjoyed his home.

As all three children entered school, Melissa found herself with less to do. Now she had time to pursue interests that had been largely ignored when the children were very small. Melissa took up fine needlework again and began to gain quite a reputation for herself as a seamstress. When her daughter, Jackie, began to show an interest in learning to sew, Melissa was delighted to teach her.

Henry saw to it that Melissa's life didn't revolve solely around their home. At least once a week, they went out together to dinner or a movie. Sometimes they attended company social functions together, and once or twice, Melissa went with Henry to insurance conventions. But the meetings bored her, and she worried about the children left at home with a babysitter. So she didn't go again. Henry was proud that she was such a good mother.

Sometimes, Melissa worried that she might become a boring wife, if all she could talk about with Henry was children and home problems. Of course, she kept up with the news and read all the latest books, and she was always interested in his career. But she felt it wasn't enough. So she became involved in church work, teaching a C.C.D. catechism class and singing in the choir. Henry took religion seriously, so he was pleased that Melissa was interested in the church.

MELISSA (cont.)

Since the children were in school all day and Melissa didn't have to do much for them anymore, she began to have more free time. She did something she had wanted to do for years -- she began to develop closer friendships with some of the women in the neighborhood. After all, they shared common interests -- homes, families, husbands. Melissa became especially friendly with two women her own age, Paula and Caroline, and the three often went shopping or had coffee together.

Melissa was at a stage in her life when she felt content with what she had accomplished, and was still accomplishing, in her life. She had a lovely home, three bright, well-behaved youngsters, and plenty of outside interests to keep her from getting bored. She could look forward to many more years of happiness with her husband and to her sons growing up and having successful careers of their own. Someday in the not-too-distant future, Jackie would marry and she, Melissa, would have grandchildren to love and spoil.

It looked as if Melissa's youthful dreams had come true. She really was living happily ever after.

WRITE-A-LIFE

On this page, write a story about a woman's life from age 18 to age 40. Make your story as realistic as possible. It should not be a fantasy of what a dream life would be like, but rather a story about women's lives as you have learned about them, both in this curriculum and through your own experience.

Once upon a time, in the State of New Mexico, there lived a woman...

And she lived _____ ever after.

THE END